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An exploration of the mentoring experiences of Business Studies teachers in the Umgungundlovu District of Pietermaritzburg

BY

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DECLARATION

Submitted in fulfilment/partial fulfilment of the requirements for the degree of Masters in Education, in the Graduate Programme Teacher Professional Development, University of KwaZulu-Natal, Pietermaritzburg, South Africa.
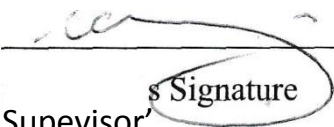
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Dr Nonhlanhla Mthiyane Name
of Supervisor

Supevisor' s Signature

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ABSTRACT

The aim of this study was to explore the mentoring experiences of Business Studies teachers in the Umgungundlovu district. The study sought to identify the types of knowledge Business Studies mentors draw from when mentoring pre-service teachers, where they acquire it, and the strategies they use when mentoring. The study employed a purposive sampling technique to select six mentor teachers from two public schools in the Umgungundlovu district in KwaZulu-Natal.

A qualitative methodology was used in this study, within an interpretivist paradigm, which permitted me to acquire an in-depth perspective of the knowledge, strategies and the sources of mentoring knowledge that mentor teachers draw on to inform their mentoring practices. Data was collected through semi-structured interviews with six mentors, and thematic analysis was used to identify themes that responded to the research questions. The study used Jones and Straker's (2006) model of mentoring knowledge and Hudson's (2004) model for developing teaching practices.

The findings revealed that the mentors in each of the schools incorporated the discourses of collaboration, collegiality, and critical dialogue. Their mentoring relationship with their mentees formed an important part of the radical humanistic approach to mentoring. The findings of this study propose that the majority of the mentors draw on their professional practice and personal experiences as teachers when performing their mentoring roles.

They believe that mentors must have a deep knowledge of subject matter, curriculum issues, and teaching strategies to mentor effectively. The findings indicated that mentors used mentoring strategies such as modelling teaching, giving feedback, and observation. The findings also showed that mentor teachers draw from their personal experiences and interpersonal skills to inform their practice, and that there are no structured mentoring programmes to prepare teachers for their mentoring roles. These findings show that it is important that mentor teachers be adequately prepared to discharge their duties. This would ensure that mentoring practices and techniques are appropriate, consistent, and supported by a knowledge base that can be used as a starting point for mentoring. The study recommends, therefore, that necessary access be provided to mentors to adequate formalized training programmes that will equip them with a sound knowledge base for mentoring. This should

involve careful pairing of mentees and mentors, taking careful consideration of their personalities, their abilities, and the availability and willingness of the mentor.

CONTENTS

CHAPTER ONE

1.1 INTRODUCTION, BACKGROUND AND PURPOSE OF THE STUDY

This study aims to explore the mentoring experiences of Business Studies teachers in the Pietermaritzburg district with the intention to examine the professional knowledge base that supports school based mentors. According to Waghid and Louw (2008), mentoring has become increasingly popular in the last few years as a strategy for professional development, especially in the business sector, and if used appropriately it could have a positive effect on education as a whole. This study analysed the knowledge used, its acquisition, the strategies and challenges that mentors draw on in the enactment of their mentoring roles and their provision of specialised guidance for the professional growth of their mentees.

Post Graduate Certificate in Education (PGCE) and Bachelor of Education (Bed) student teachers enjoy the benefits offered by school mentors who provide on-going guidance, motivation and support, and usually, at the end of their teaching practice they leave as confident teachers. In the light of this, schools should be used as sites for student teacher preparation in order to advance the quality of the teaching practice programmes, and only schools that are capable of providing support, guidance and proper mentoring should be chosen. Turner (1993) claims the importance of school based training, as mentors have the huge responsibility of supervising initial training of student teachers, inducting and supporting teachers on probation, and the responsibility for on-going staff development. This study aims to examine the knowledge base that these mentors are using to provide the appropriate support needed to these mentees.

In a study by Robinson (2001) conducted at the University of the Western Cape (UWC) which aimed to involve teachers actively in the guidance of student teachers during their teaching practice, the mentoring of pre-service teachers by in-services teachers was considered to be a powerful form of teacher development. Unfortunately, it is still found that many student teachers are entering schools ill prepared and mentors are not adequately trained to assist these students. Holloway (2001) posits that in the United States of America

(USA), a formal, comprehensive mentoring programme was developed to provide mentor teachers with special expertise and abilities connected to their new and extended teaching functions.

Kriek and Basson (cited in Ramnarain & Ramaila, 2012) state that teachers have criticised the lack of support from the South African Department of Basic Education (DBE) by expressing their frustration with the learning resources and the support they are offered as well as the inadequate training which they received. These are a few of the challenges that this study is aimed at. Robinson (2001) argues that mentors that are taking up the mentorship role are feeling isolated and burdened in their initiatives, and therefore she believes that with national policies being developed and implemented, the challenges that mentors are facing may be alleviated.

The South African Council for Educators (SACE) is the Department of Education's (DOE) attempt to create a more supporting environment for teacher development. The department mentions that the *Norms and Standards for Educators* (2000) report places emphasis on the roles and responsibilities of experienced teachers who are expected to mentor student teachers, beginner teachers, and colleagues. This policy outlines the belief in the teacher as a reflective practitioner. Robinson (2001) claims that this report exposed a collection of administrative processes, and therefore, the department needed to provide an environment that would encourage on-going school based professional development activities. Unfortunately, in recent years in South Africa, very little has been done to reinforce mentoring initiatives through the development of national policies and frameworks that try to regulate mentoring in schools.

Feiman-Nemser (2003) claims that policymakers in the 1980's and educational leaders in the United States have attached a great deal of enthusiasm to mentoring programmes using them as a method to reform teaching and teacher education. Little (cited in Feiman-Nemser, 1996) proposed that owing to the high levels of teacher attrition, policymakers needed to take a stand and provide assistance and supervision to beginner teachers. DeCesare, Worman, & McClelland (2016) have indicated that a large percentage of public school teachers in the United States leave teaching within five years of entering the profession, which has resulted in huge costs for recruiting, induction, training and providing professional development to new teachers. Ngcobo and Tikly (2010) assert that the post-1994 South African government invested great hope in education as the basis for societal transformation; unfortunately, the

hopes of lowering the attrition rate of teachers and decreasing the high failure rate have not come to fruition. It has shown that learners are being taught by less experienced teachers. Xaba (2003) maintains that high teacher attrition rates in South Africa is owing to their own personal characteristics, poor preparation for teaching, their initial commitment to teaching and their initial encounters with teaching. This study aims to find out the type of knowledge base that the mentors need to assist mentees and the challenges they are facing, to assist in lowering the turnover of teachers in South Africa.

Ramnarain and Ramaila (2012) claim that subject advisors need to take an effective role in introducing communities of practice in order for teachers to engage collaboratively on curriculum issues that are imperative to the context that they teach. This links to the views of my own mentors, who agreed that working in collaboration with their colleagues and mentor teachers from others schools aided them in their teaching and mentoring skills. Robinson (2001), through her study at UWC, claims that mentoring is a method to provide opportunities to engage in self and collaborative reflection of educational purposes and practices. She believes that through consistent and purposeful dialogue with other individual teachers, practitioners become more aware of different classroom practices. Robinson (2001) believes mentoring can be used as a method for building communities of practice, for example, cluster meetings, seminars and workshops, which are all recognised by policy makers in South African education. All the mentors involved in the study agreed that a more "hands on approach" with school based mentoring programmes, involving student teachers, university tutors and mentor teachers, needs to be established to reinforce the partnership between universities and schools.

Probyn and van der Mescht (2001) found that the placement of student teachers in schools to gain insight into practical teaching skills was welcomed by all, especially the student teachers themselves, who gained by learning to be critically reflective in a non-threatening environment. Therefore, mentors need to be appropriately equipped with a specific pedagogical knowledge base, as mentioned by Hudson (2004) and skills in order to provide this service to mentees. According to Hudson (2004), both mentors and mentees must be knowledgeable on education policies and curriculum requirements. Jones and Straker (2006), in keeping with this study's research questions, identify the areas of knowledge, skills, and expertise which mentors draw from in order to train and equip mentees. This kind of guidance would assist mentors to acquire the knowledge they need to mentor adequately.

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Jones and Straker (2006) maintain that acquiring mentor knowledge through professional development opportunities aids mentors in their mentorship role. Holloway (2001) argues that beginner teachers working with competent mentors experienced an advanced level of teaching skills than novice teachers whose mentors were inexperienced. He posits that the Department of Education in California has proficient mentors guiding beginner teachers in lesson planning, assistance in collecting information, observation of novice teachers' classes and providing advice.

Msila (2012) maintains that the studies that have been done in South Africa reveal that the careful consideration and selection of experienced school based mentors lessened the turnover of mentees, allowing them the opportunity to grow and learn. This works directly with the strategies that mentors are using in their mentorship roles. Hudson (2004) states that providing adequate feedback and constructive criticism enables mentees to reflect on their own practice and improve overall. He also claims that modelling of teaching practices has a considerable effect on a mentees development if they are given authentic classroom experiences.Therefore, it is imperative that the schools selection processes for mentors be closely analysed in order for proper mentoring to occur.

Feiman-Nemser (2003) maintains that mentoring rose as part of a movement aimed at improving education, and policymakers and educational leaders have expectancies of mentoring as an avenue for streamlining teaching and teacher education. Pillay (2012) mentions that in countries such as the United States, the United Kingdom, China, and Norway, school based mentoring is seen as a method of advancing expertise and these countries are at the forefront of this. Mentoring is viewed as performing a significant part in the development of a teacher. Feiman-Nemser (2003) also asserts that in the United States experienced teachers play a crucial role in supporting novices into schools. This study aims to address the problem of the type of qualification and knowledge that mentor teachers should possess to offer support and motivation to beginner and student teachers with regard to their content knowledge and classroom management skills.

PURPOSE OF THE STUDY

The literature on mentoring suggests that although there is extensive knowledge on the roles of mentors, challenges and strategies for mentoring, and on various mentoring relationships,

there is still little indication on the classification of mentors' knowledge. In addition, there is insufficient knowledge of research on the professional knowledge base that mentors draw on when assisting student teachers and where they acquire their knowledge in their professional training and development.

The key questions framing this study are:

1. What mentoring knowledge do Business Studies mentors use to mentor pre-service teachers?
2. Where do business studies mentors acquire their knowledge for mentoring?
3. What are the mentoring strategies that Business Studies mentors use in mentoring?
4. What challenges do Business Studies mentors face?

The purpose of this study is to explore the mentoring experiences of Business Studies teachers in the Umgungundlovu district by identifying aspects of knowledge which are considered important to the enactment of the mentorship role. South African policy could be drawn up for mentorship training and developmental programmes of school based mentors.

1.2 RATIONALE FOR THE STUDY

The rationale behind this study is to establish the positive effects that mentoring student teachers would have on our South African schooling system. The attrition rate of teachers in South Africa could decrease significantly, and new teachers may feel more comfortable in their roles as teachers and be more equipped to handle the challenges that teachers and schools are facing currently. As a mentor at school level and a Post Graduate Certificate in education (PGCE) tutor, I became interested in the role that the mentor plays in supporting both the PGCE student teachers as well as the beginner teacher. These encounters have motivated me to search for more knowledge and skills in mentoring.

This study aims to understand the knowledge that mentors use, where they acquire this knowledge, the strategies they use in mentoring and the challenges they face. Through my interview processes, the aim was to gain an in-depth understanding on the type of knowledge

that my experienced mentors are using and where they are acquiring this knowledge in order to provide an exemplary service to their mentees. This study also looked at the strategies that are in place to aid both mentees and mentors and further strategies that can be made available to them. Unfortunately, there are challenges that these mentors are faced with and this study provides recommendations which could aid in finding solutions.

The context of this study is the support that mentors are currently providing mentees, the strategies they use and how have they learnt to be mentors. Of interest also, are their experiences in mentoring. I have noticed that within my school context, mentors are not properly supported or trained in mentoring – most mentors mentored in the manner that they were mentored themselves, while others left mentees to fend for themselves. As a member of my school's management team (SMT), my interest in mentoring developed when I was appointed as subject head of my subject department and in my additional role as a liaison mentor. In these roles, I am tasked with training, supporting, and guiding trainees, newly qualified educators as well as my colleagues, as prescribed under the roles and responsibilities in the Norms and Standards for Educators report DOE (2000).

I am faced with many challenges in enacting my mentorship role, as I have had no formal instruction or professional development opportunities to carry out the responsibilities of a mentor. My inspiration behind this study is driven by my need to discover the knowledge that mentors are using and acquiring and the strategies that they incorporate into their role as mentors, and, based on the findings, to make recommendations for the effective planning, management and support of mentors. I also wanted to learn of the challenges that mentors are facing in enacting their mentoring roles. The research allowed me to reflect on my own mentoring practices and to decide on the extent that my mentoring needs alteration in order for me to be more effectual in my role as a mentor and liaison mentor and to provide an exemplary service to my school. I feel that the guiding role of heads of departments (HOD's) is undervalued in South African education, because effective mentoring requires time and sufficient professional development training.

Therefore, mentoring is an important management tool and can be implemented if it is systematically organised and performed by suitable individuals such as the school management team and skilled teachers. Motivation for conducting the research stems also from my belief that it is important for mentors to be offered the same support and attention in

the process of their training as is offered to trainees and newly qualified educators. My further intention in conducting this study is to make school management teams aware of the value of mentor training and mentoring. I hope that this research will contribute towards the development of a suitable policy framework that can be used to enable a more organised mentor-training programme. Comprehensive mentor training could enable mentors to fulfil the various roles of mentoring and contribute to the continuing professional development of the mentees. I believe that this research can help to fill the gap on mentorship in South Africa with its principle of improving mentoring in schools.

The objectives of a mentor programme should include the building of a collaborative culture between universities and schools, the bringing together of schools to share experiences, and the encouragement of cooperation and discussion among teachers within a school context. An appropriate mentor programme should aid mentors with an adequate knowledge base, which would aid them individually, and through collaboration, to provide a better mentoring experience to their mentees. This would aid them throughout their teaching careers and provide appropriate strategies for them to deal with challenges when being mentored.

1.3 RESEARCH DESIGN AND METHODOLOGY

This study used a qualitative methodological approach, to understand the experience of mentoring, in particular, a sample of Business Studies teachers' experiences as mentors. True to the nature of qualitative methodology, this study endeavoured to understand the phenomenon of mentoring from the perspective of mentor teachers (who in this case were insiders) because they were mentoring at their schools. Golafshani (2003) asserts that qualitative research seeks to comprehend occurrences in a particular environment, which is usually the real life environment. The researcher does not attempt to manipulate the findings.

Cohen, Manion, & Morrison (2011) assert that the phenomenological view studies exact experiences of individuals, which are taken at face value. Therefore, the nature of this study is to explore the knowledge, strategies, and the challenges that mentors are facing individually in their mentorship roles. This study uses a case of two schools within the Umgungundlovu district to explore the mentoring knowledge that mentors use in their mentoring roles. A phenomenological approach is informed by an interpretive paradigm, and

this will be used in this study. By embracing a phenomenological approach, this research aspires to examine mentors' opinions on the connection amid their professional practice and the knowledge that explains it. Cresswell (2008) maintain that a phenomenological study describes the common meaning for several individuals and their lived experiences of a particular phenomenon. Cresswell (2008) believe that a phenomenologist describes the commonality factor amongst their participants in their studies. This study describes the phenomenon of knowledge that the mentors use in their mentoring, where they acquire this knowledge, the strategies they use and the challenges they are faced with. Through the data collection, it was found that the mentor's experience in this respect was common.

Popkewitz (1984) asserts that a phenomenological study of the experiences of mentoring teachers is informed by the interpretive paradigm, which is based upon understanding relations between individuals in a social context. The phenomenological approach was deemed appropriate for this study, given the subject area, and the need to interpret lived experiences of the subjects which are critical to the assessment.

The reason for using the purposive sampling method was the convenience of using my own school and being acquainted with colleagues in the second participating school through cluster meetings. Through the use of interviews, six mentors were selected from two schools in the Umgungundlovu district, namely Blue High School and Green Secondary School. I have chosen to use semi-structured interviews as my data collection method. Vithal and Jansen (2006) note that semi-structured interviews provide a chance for extensive probing, explanation and clarification of items and removes the option of non-response, which may occur in the case of questionnaires. The participants included in the study were selected because they provided me with an opportunity to access "knowledgeable people" (Cohen et al., 2007, p.114); they were individuals experienced in mentoring. A qualitative research design was implemented, consequently, guaranteeing that the generated data was credible. A practicable, convenient sample of participants was used and the data generated was accurate and reflected the phenomenon (mentoring) being studied.

1.4 STRUCTURE OF THE THESIS

Chapter One: Provides the background, the purpose and rationale for the study and the structure of the thesis.

Chapter Two: Begins with the highlights and the limitations of the literature review that outlines both international and South African literature on mentoring and the theoretical framework. The literature review focuses on the conceptualisation and the knowledge base of mentoring and the functions and benefits for mentoring. It proceeds to explain the role of the mentor and concludes with the coneptual framework. The chapter ends with the conceptual framework, which is used to analyse the data presented in Chapter Four. The model of mentoring knowledge required for it to be effective recommended by Jones and Straker (2006) and Hudson's (2004) model for developing primary science teaching practices have been used to interpret the data. These models are relevant to the four research questions regarding the knowledge base, the acquisition of mentor knowledge, strategies for mentoring, and the challenges that mentors face in their role.

Chapter Three:Provides an explanation of the methodological approach used to gather data for the study. The chapter discusses the location of the study within the interpretivist paradigm, describes the main data collection methods, the population and sampling process and the semi-structured interviews as measuring instruments, the procedures followed for data analysis and interpretation, the ethical considerations observed, and the limitations of the study.

Chapter Four: Focuses on the presentation of qualitative data derived from transcripts, which were subjected to thematic analysis to identify units of analysis that depict common themes across the data. This was undertaken to attain a graphic perception of the participants' knowledge base that describes their preparations as school based mentors. The research findings were also used to

profile the mentors within the two schools in respect to their differences and likenesses in their mentoring experiences and practices.

Chapter Five**:** Offers an examination of the data, which allowed the four key questions to be answered. It also provides recommendations arising from the study, together with concluding comments.

1.5 CONCLUSION

This first chapter provided a summary of the research. It has emphasised the main idea of this thesis and pointed out its value to this study. Having presented this dissertation in terms of the background and purpose of the study, the rationale behind it and the arrangement of the dissertation, the subsequent chapter provides an evaluation of the relevant literature for the research.

CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 INTRODUCTION

This chapter consists of two main focus areas. The first section presents a review of the relevant literature on the topic of mentoring. The focus is on the analysis of related literature to gain an insightful perception of mentoring and to clarify the key concepts of the research topic. By analysing the current literature on mentoring, a clear picture emerged regarding the experiences of mentors in their role of mentoring student teachers and novice teachers. An attempt is made to critically examine this issue and its effect on mentoring in education. Since the literature in this field is immense, the review has been limited to key features that include discussions on the conceptualisation of mentoring, the benefits, and challenges to mentoring, the mentorship role and mentoring programmes. This is undertaken in relation to the studies conducted on the topic. In the second section of the chapter, the conceptual framework used to analyse the data collected is presented. This framework consists of Jones and Straker's (2006) model of mentoring knowledge and Hudson's (2004) model for developing teaching practices.

The Department of Education in South Africa (2000) maintains that is individuals who make organizations work by supervising and developing people properly so they can enable continuous improvement in any organization. Novice teachers are understood as teachers with less than three years of teaching experience. These newly qualified teachers concerns are, even though they are skilled to teach; their skills are underdeveloped and need to be developed. The South African education system cannot afford to lose more teachers due to their unsuccessful first experiences in schools. To reduce concern and retain beginner teachers in the profession there is a need for support from all levels: the school, the DOE, and universities.

2.2 DEFINITIONS OF MENTORING

There is an abundance of definitions on teacher knowledge, but very little pertaining to mentor knowledge. Parker-Katz and Bay (2008) state that mentoring is a process that can be beneficial to enhance the preparation of teachers. Kwan and Lopez-Real (2005) declare mentoring as a journey of collaborative work.

I agree with the definition obtained from Patton (2009) that a mentor is an individual who can offer their protégé the prospect to learn and practise and be rewarded, so that acquired knowledge, performance, and motivation can increase. In a mentoring situation, an individual guides, supports and directs another individual. In the example of Australia, classroom based teachers are counted on to guide pre-service teachers in the everyday aspects of learning to teach, and, as is done in South Africa, student teachers are sent to schools for a period of practice teaching. The authors who have defined mentoring have similar views on the qualities that a mentor should possess. The mentor is usually the experienced individual who is responsible for the inexperienced individual. Mentoring is becoming more and more popular in the school context, as it is beneficial to the school, learners, and staff.

I feel that these definition aid me in answering my four research questions. Awaya et al. (2003) highlight that mentoring is a collaborative partnership between two individuals. Patton (2009) believes that mentoring enhances career-related and psychosocial development of the mentee. However, they view it as one that is based on concern and friendship, in which both parties experience equal status.

Feiman-Nemser (2003) claims that mentoring of novice teachers only occurred in the 1980's in the USA as an induction programme to introduce novice teachers into the school environment and it is considered an ageless tool that is used to aid in the development of humans. Bolam (1995) asserts that mentor work extends to providing information on handling orientation programmes, observation lessons, providing constructive feedback, collaboration, to performing assessments and evaluations.

Jones and Straker (2006) claim that school based mentoring was utilised as an integral approach in early teacher training. They define mentoring as individual support of a novice by a more skilled teacher and it is designed to develop the novice teacher. Klasen and

Clutterbuck (2002) deemed mentoring as the best way to promote a person's development and learning. It is common knowledge that in this current period, technology is ever increasing, and therefore student teachers need to be kept up to date with the new advancements. Through interaction with my interviewees, they all claimed that learners are more technologically advanced; therefore, using old methods is not always the best way to keep them interested in lessons. Therefore mentors need to equip mentees on the developments of technology in teaching strategies. A school that aims to be successful and responds quickly to changes should pay great attention to technological training programmes for their teachers.

To inform my understanding of the concept of mentoring, I draw on the definition of Masalimova and Sardovaya (2016) and Ambrosetti (2014), who concur that it is imperative to develop guidelines to improve the quality of mentoring; they state, mentors are highly qualified, experienced human resources, who are able to transfer knowledge and experience within the organisation. I believe that mentors, therefore, share their experience in helping the mentee to improve their qualifications and professional skills within the classroom context. A relationship is mutually beneficial to both the mentor and a mentee as they collaboratively work together over a set period of time. This relationship inspires learning and transformation for both the mentor and the mentee, through mutual trust and respect.
Through this collaborative relationship founded on trust and respect the mentor and the mentee are equal partners and the relationship is part of a growth process. Each partner therefore benefits from the experience and the expertise they individually bring to the mentoring environment.

Msila (2012) claims that mentoring is about professional development and professional development is about growth and advancement. Henze, van Driel, & Verloop (2009) maintain that teachers believe that their professional development in their subject matter and teaching strategies contributed to their on-going collaboration with their colleagues. They note that mentorship is seen as an approach for professional development, which has become an integral part of most organisations, and is a particularly appropriate strategy in the South African management context. As is the case in many schools, the management of a school is expected to mentor their colleagues within their departments. Parker-Katz and Bay (2008) maintain that a mentor teacher is supposed to transform her/his knowledge of practice to direct a less skilled teacher.

A criticism of this mentoring approach by Klasen and Clutterbuck (2002) is that the relationship involving the mentor and the mentee is perceived as a one-way relationship. I found that mentors provided all the support and guidance to their mentees with sometimes very little appreciation or enthusiasm for the profession. Hamilton (2003) asserts that mentoring is not a "miracle situation" for staff development.

2.3 BENEFITS AND CHALLENGES TO MENTORING

Lopez-Real and Kwan (2005), Greiman (2007), and Ganser (1997) have provided evidence, established primarily on the explanations of mentors and mentees, which suggests that mentoring, has both benefits and challenges for mentors and mentees. It seems to be the case, then, that through their involvement in mentorship programmes, mentors can benefit by using and expanding their knowledge base.

2.3.1 BENEFITS TO MENTEES

Knowledge of the benefits of mentoring should show how mentors utilise strategies to cultivate a positive relationship with their mentees. This knowledge base will enable the mentors, to perform their mentoring functions adequately.

Many student and beginner teachers are grateful to their mentors for their constructive criticism, where they are provided with information on aspects such as lesson planning, structuring of teacher files and maintaining discipline. I have found, from the data analysis, that students were appreciative when they were assisted and provided with techniques in disciplining skills, as they found that poor discipline hampered their teaching. According to this study, mentors spoke about how appreciative mentees were after their teaching practices. The mentees appreciated when mentors supported and guided them on, an on-going basis and did not leave them and they were continually motivated to be their best. Through appropriate assistance, mentees matured in their confidence levels and capabilities, and their work ethic and skills were enhanced, which allowed them to be more productive in their role.

Greiman (2007) maintains school mentoring programmes provide structure and support, helping new teachers learn to teach, and thereby promoting a high level of instructional skills as well as feelings of efficacy and confidence. Ganser (1997) claim these programmes also

provide organisation and guidance, helping student teachers and beginner teachers manage in the school environment. Thus promoting a high-level efficacy and confidence levels when mentors provide appropriate assistance, guidance, and motivation, mentees learn more during their initial years. They usually maintain this throughout their years as practising teachers, which also aids mentors to establish an appropriate knowledge base which can support their individual mentoring programme.

2.3.2 BENEFITS TO MENTORS

Lopez-Real and Kwan (2005), Moor et al. (2005), and Grieman (2007) maintain that the mentoring process has the capacity for developing mentors' professional practice, knowledge and skills. One of the major benefits of mentoring, relates to the positive effect mentoring has on this professional growth. Grieman (2007) notes that mentors, who assist novice teachers to improve their teaching improve professionally themselves. Ganser (1997) also agrees that mentors become more insightful about their beliefs in teaching beginner teachers and their own careers, which helps them to improve. Holloway (2001) maintains that mentors benefitted from their novice teachers and it has a huge influence on the mentor's specialist, and individual development. They gain new ideas and experiences from the novices. Holloway (2001) claims when mentors were asked to provide input on the ways they grew professionally from their experiences of assisting the mentees, they all stated that it led to improvements in their own classroom management as well as their teaching skills. They all enforced that they became more wary of their own techniques, therefore making improvements in their knowledge and skills.

Mentoring, according to Bodoczcky and Malderez (1997), also leads to consolidation of mentor teacher identities, professional status, and increase in self-worth through their involvement and recognition in the professional community. Mentoring can thus play a substantial part in the professional growth of new teachers. Mentors discovered that engaging with beginner teachers helped them in critical self-reflection in their own instructional practices. Robinson (2001) claims that through appropriate mentoring programmes mentors make an impact on their schools and fosters a collaborative culture of teachers as critical thinkers.

Many mentors also enjoy the mentor leadership role especially when they can see the novice improving and succeeding. Haddad and Oplatka (2009) suggest that a mentor's role is to offer onsite assistance to novice teachers, and by providing proper mentoring, it enhances self-esteem, inspires expert teachers, and gives them a larger sense of belonging in the school context.

2.3.3 CHALLENGES TO MENTORING

Mentors believed that even though there are numerous benefits for both themselves and their mentees, there are also many challenges that they face as mentors. Jones and Straker (2006) state that the main challenge encountered by the mentees and mentors, in their attempt to oversee the change from preparation to professional practice, is the "theory-practice gap". Robinson (2001) agrees that there is a need to bridge the gap between theory and practice in critical pedagogy, and up to now, there has been no practical direction for action offered to practitioners.

Hobson et al. (2009) claim that mentors do not always grow professionally from mentoring; but it could become a disadvantage to them. There have been studies that proved that mentoring could be highly disadvantageous to the mentor, because of the heavy workloads they experience over and above their mentoring roles, and because mentors also experience a sense of insecurity by being observed by their mentees. Many mentors also feel isolated in their roles (Graham cited in Hobson et al., 2009). Msila (2012) claims that in South Africa, principals have a variety of tasks to perform and many of them are daunted by the numerous managerial obstacles. Haddad and Optlatka (2009) and Tahir et al. (2015) concur that experienced teachers are no longer motivated to be mentors and one of the contributing factors is time limitations and heavy workloads. They feel that they are swamped and under pressure from the school environment. Jugmohan (cited in Msila, 2012) argues that in order to overcome the heavy work overload, a structured mentoring programme would be beneficial.

Haddad and Oplatka (2009) observed that mentors were disillusioned; they wanted to effect change and see the results in the school context. They also felt that their talent was lost on student teachers who do not have the personality or talent for the teaching profession.

Robinson (2001) maintains that mentors are feeling more and more isolated in performing their roles as mentors with little or no assistance from their School Management Team (SMT's), universities or the DOE. Haddad and Oplatka (2009) noted that mentors were disappointed by the uncooperativeness of their mentees, who were irresponsible, not willing to learn, and did not take criticism seriously.

According to this study, another challenge that many mentors are facing, as stated by Tahir et al. (2015), many mentors still feel inadequately qualified to be suitable guides of beginner teachers. Hobson et al. (2009) affirms that some mentors failed to provide enough support to their mentees, both mentally and physically, and mentees spoke to the unavailability of the mentors when they needed assistance. Robinson (2001) claims that in South Africa, the idea of teacher development is absent in most schools. Therefore, she believes that developing a mentoring programme in South Africa in conjunction with the universities would allow teachers to use the practice of collaborative learning to benefit their own teaching. This study aims to look at the challenges that school mentors are faced with and the possible strategies that are available them.

2.4 ROLES OF THE MENTOR

The literature reviewed shows that there are numerous roles that the mentor incorporates into the professional development of their novices. This section forms an integral part of the literature review, which explains the three imperative roles that a mentor portrays in the context of teacher education: the mentor as a guide, coach, and expert.

According to Hudson (2004) and Jones and Straker (2006), modelling allows mentors to demonstrate the appropriate traits required for a teacher. Van Tonder and Mohono-Mahlatsi (2006) claim that mentors are referred to as councillors, role models and advisers who share their experiences with inexperienced persons and provide mentees with information and induction, which links directly to mentors obtaining the correct knowledge base to enable them to play the part of role models and advisers. Kwan and Lopez-Real (2005) assert that mentoring can be understood as an activity that helps novice teachers become professional teachers.

Jones (2001) claims mentoring as a democratic culture of collaboration and mutual trust that enhances the professional development of both the mentor and mentee. Hamilton (2003) posits that a mentor assists the mentee to understand the realities of the workplace and shows them how to use their strengths to their best advantage in any situation, by providing suitable guidance and coaching. Mukeredzi, Mthiyane, & Bertram, C (2015) claim that mentors should develop strong relations of trust and goodwill with their mentees in order to enhance their professional growth. These mentors should model dedication, efficiency, accountability, and enthusiasm, as they have a huge influence on the professional development of the mentees. This study aimed to look at the suitable strategies that are incorporated into mentoring to develop confident mentees. The three important roles are discussed in more detail below.

2.4.1 EXPERT

Kwan and Lopez-Real (2005) state that expertise in a particular subject can only be gained through experience, therefore mentors who are experienced are able to provide more expert assistance than inexperienced mentors. They also claim that mentors should be experts in their specific field, which they require for their mentorship role.

As the role of the mentor is to provide expert advice to novices and, as Hamilton (2003) claims, not just anyone can fulfil the role of a mentor regardless of the type of skills and knowledge that they may possess. A mentor is more than just an expert in their field; she/he is a person who has the desire to share these skills and knowledge with other individuals. These mentors provide mentees with a suitable knowledge base and experience in the various aspects and skills of teaching.

2.4.2 COACH

Hamilton (2003) claims that coaching is described as a tool that is used to improve the performance of a mentee by looking at the skills that they are lacking. Coaching is very effective if the mentee is assisted by the mentor to practice a particular aspect of teaching. The coach is expected to observe the mentee and provide feedback to the mentee.

Mentors therefore have to share their experiences of teaching, providing the mentee with examples of different teaching methods and strategies. Coaching as a function of mentoring

which entails that the mentor observe the mentee, enhance their practice and provide meaningful feedback.

2.4.2 GUIDE

Mentees need to be challenged, assisted and guided along their journey. Mentors need to develop an understanding of how beginners learn to teach their subject matter and how to help them in developing their skills more effectively. Hamilton (2003) states that a mentor should act as a guide, to aid novices in their decision-making as teachers.

McIntyre et al. (1993) notes that the main concern mentors are encountering is ensuring mentees are given opportunities within the classroom context and providing awareness of possible problems. Mentors need to be competent in preparing and presenting lessons to guide a novice with various aspects of teaching, claim Kwan and Lopez-Real (2005). They should encourage and motivate mentees to build their confidence, they also encourage their mentees to become better and strive towards excellence.

2.5 MENTORSHIP PROGRAMMES AND THE INDUCTION OF MENTEES

In South Africa, Mestry and Singh (2007) posit that the Advanced Certificate in Education (ACE) – School Management and Leadership was introduced to allow school leaders to assist their principals to run their schools effectively. This initiative was supported by the Department of Education. Mestry and Singh (2007) also state that the DOE believed that through this certificate and the development of school administrators, teachers supported beginner teachers and shielded them from situations that would become detrimental to their careers and disillusioned them. When mentees begin at a school, it is often taken that they are already experienced in their skills and knowledgeable as master teachers. Carter and Francis (2001) claim that because there is a lot of responsibility that is placed on novices, it is important to allocate a mentor who will guide and induct them into the work situation. Robinson (2001) cites the initiative that the University of the Western Cape embarked on, which aimed to involve teachers actively in the support of student teachers when they visited

schools for teaching practice sessions. She claims that the abilities of the experienced teacher passed on valuable experience and skills to inexperienced teachers and student teachers.

The first moment a novice enters the classroom, a different emotion is felt – it is said to be a "reality shock", state Carter and Francis (2001). It is integral to the quality of their professional growth as well as long-term learning that proper support and continuous assistance is provided. Carter and Francis (2001) maintain that the process of effective induction by mentors and the provision of training and development are influenced by the development of leadership within the school. Workplace learning is limited to simple internship, where mentees are expected to imitate their mentors teaching methods. Msila (2012) maintains that the request for adequate mentoring and induction from South African school managers comes at an appropriate time when schools are emphasising quality for the attainment of effective teaching and learning. She believes that training school managers in the art of mentoring will prove successful for schools by increasing morale and learner success. Mentoring associations endorse co-operative analysis, collaborative exercises, and workplace learning for beginner teachers.

2.6 THE LEARNING PROCESS

Learning is an integral part of a person's everyday life. According to Klasen and Clutterbuck (2002), learning is seen as the most important skill in life and it is used to acquire effectiveness in the world. They have come up with the following elaborations on this view:

- All knowledge that a person possesses has been learnt, and therefore this learning needs to be relayed to other individuals.
- Everything a person can do has been learnt apart from their basic reflexes, and in terms of mentoring, mentors learn from their experiences as teachers, as parents, from colleagues and everyday experiences. Therefore, mentors are individuals that use their own experiences to mentor.
- The development of attitudes, beliefs, and values has been learnt and consequently influences how people behave. Therefore, whether a mentor is adequately or not adequately trained, they carry these beliefs over to their own mentoring, with positive or negative effects on the mentee.

Learning takes places in a variety of contexts for the novice teacher. I believe that a student teacher needs to learn in a school context. Klasen and Clutterbuck (2002) posit that learning can be enhanced through diligent work and continuous effort linked with support from the mentor. They also claim that in order to achieve the professional goals in the mentoring relationship, there are two strategies that can be used by a mentor:

- The mentor should set out the formal learning objectives.
- The mentor should review the development plan to promote the mentees learning and professional development.

The process of teaching is a continuous process for mentees, therefore there needs to be structure in their learning. (Hamilton., 2003, p.1) introduced the "learning from experience cycle" which is used by mentors to promote the learning of their mentees. He has come up with the "four stages" that mentees experience whilst learning:

2ND STAGE

Examine and reflect

1ST STAGE

Have an experience

3RD STAGE

Make wider sense of the experience

4TH STAGE

Plan future action
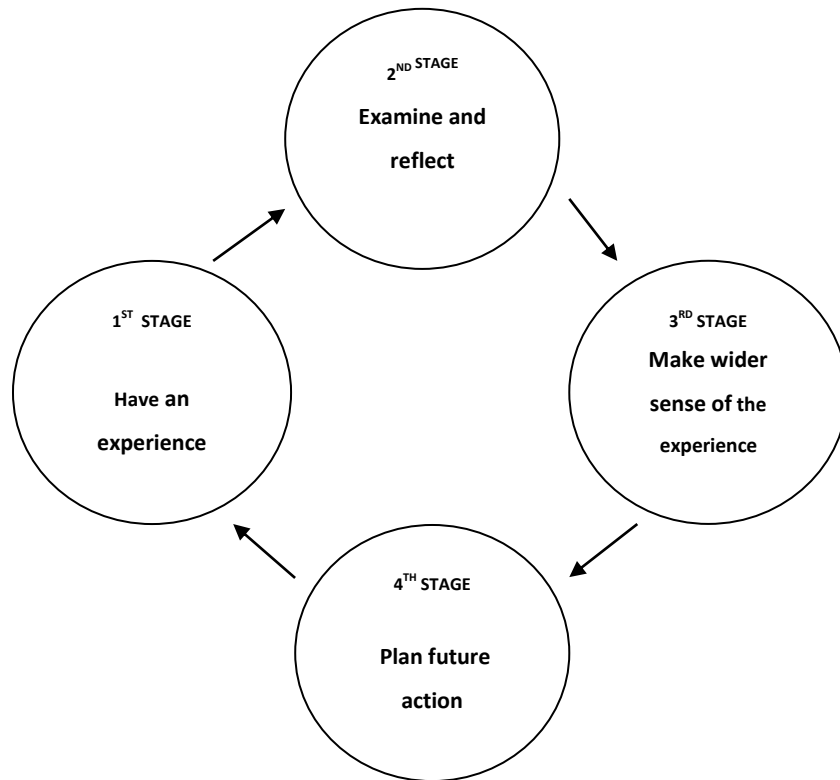
Figure 1: THE MENTORS LEARNING FROM EXPERIENCE CYCLE (Hamilton., 2003, p.1)

According to Hamilton (2003), in **the first stage** mentors assist mentees in their planning and lesson preparations. They guide mentees instead of instructing mentees. This allows the mentee to gain confidence, which in turn allows them to gain skills and to know what the expectations are; this can be done by mentees learning by observing. They experience the skills needed for teaching.

In the **second stage** the mentee is able to reflect and examine his/her lesson plans. The function of the mentor is to assist the mentee to reflect, analyse, and examine the lesson plans. The role of the mentor is to assist the mentee to consider the different aspects of their experiences states Hamilton (2003).

The third stage is when the mentor helps the mentee draw on previous experience, knowledge, and skills to enable the mentee to connect this experience to current situations.

The mentor's professional experience can assist the mentee to see the bigger picture. In addition, they are able to understand the characteristics of the teaching profession, claims Hamilton (2003).

The fourth stage is where the mentor helps the mentee use their past experiences, to draw up a plan of action to take into consideration their challenges and help them find appropriate solutions, asserts Hamilton (2003). It is important to note that the mentor is not responsible for what mentees may do, and their role is only to guide the mentee to gain the optimum benefit from their experiences, posits Hamilton (2003). For the mentor to provide even more assistance to the novice, they need to know the mentees individual learning styles in order to adapt their efforts to develop the mentee, maintain Klasen and Clutterbuck (2002).

2.7 CONCEPTUAL FRAMEWORK

The frameworks used in this study are Jones and Straker's (2006) adaptation of Shulman's model of teacher knowledge into a model of mentor knowledge, and Hudson's (2004) mentoring model for developing primary science teaching practices.

2.7.1 JONES AND STRAKER'S MODEL OF MENTORING KNOWLEDGE

Shulman's (1985) classification of teacher knowledge is useful for classifying the different types of knowledge that a knowledgeable teacher should possess. Jones and Straker (2006) claim that knowledge for teaching may not be sufficient for the portrayal of mentorship roles. Efficient mentoring entails a different brand of knowledge to result in good teaching. Jones and Straker (2006) model is composed of content knowledge, pedagogical knowledge, pedagogical content knowledge and context knowledge.

Content knowledge

Jones and Straker (2006) state that content knowledge refers to the sources from which mentors acquire knowledge, abilities and proficiency to inform their work with beginner and recently qualified teachers. The sources identified to fulfil their mentoring roles include mentors' early training, professional practice and practice as teachers, relationship with

colleagues, mentor training and development, continuing professional development, research and interacting with schools, universities and colleges. Jones and Straker (2006) highlight the importance attached to statutory training and induction processes in informing the mentor knowledge base. They believe that there are particular standards that are set by the DOE and this needs to be adhered to as stringently as possible.

Pedagogical knowledge

Jones and Straker (2006) maintain that mentoring in pedagogical knowledge is involved with the principles and perceptions concerned with teaching, with specific attention payed to the knowledge needed to work with adult learners (andragogy). Teachers need to acquire adequate administrative skills and they must be able to incorporate themselves fully into the life of the school, as this aligns with Jones and Straker (2006), who also maintain that mentors must possess adequate abilities to perform general skills within an organisation. Mentors focused on the technicalities of teaching also recognised less tangible aspects of mentoring as well as interpersonal skills, using them to build and maintain trusting relationships with their mentees. While mentoring focuses on the interpersonal skills of the mentoring relationship, it particularly deals with the ability of mentors to build and maintain trusting relationships with their mentees.

Learning occurs when opportunities are created for individual self-esteem and confidence to be developed through processes of support and counselling. Jones and Straker (2006) state that even though mentors provide professional and personal support, many mentors rely upon their intuition and instinct. They feel that they need development in counselling, mediating, and dealing with uncooperative mentees with bad attitudes.

Pedagogical content knowledge

Teachers who are already au fait with their content material are able to relay this information in an understandable manner to their learners, enabling learning to take place efficiently. Therefore, Jones and Straker (2006) posit that there are a variety of strategies that the mentors are incorporating into their techniques of training student and beginner teachers to enable them to be successful teachers. They believe that all mentors see themselves as 'typical teachers' and they model good practice and constantly provide feedback and discussion with their mentees. They believe that the teacher within the mentor always emerges when enacting the mentorship role.

Teachers use various strategies and resources to enhance their teaching techniques, for example, the Internet, PowerPoint presentation, illustration and debating. The type of techniques to use relies on the information that needs to be relayed, or the type of learners in that classroom. Jones and Straker (2006) claim that pedagogical content knowledge suggests that to encourage successful mentoring, the approaches mentors engage in when working with trainees and recently qualified teachers must be creative and meaningful.

Mentors usually reveal themselves as normal teachers who model sound practices, provide criticism and discussion and observe beginners. Jones and Straker (2006) maintain that the guiding factors in their selection of strategies are the mentees' needs and their state of professional development. Each person is diverse in their needs and wants, culture, and needs to be judged accordingly. The approaches engaged in by mentors to improve mentees' competences include modelling practices, feedback and discussion, collaborative activities, peer observation and team teaching. Shulman (1985) has similar views on pedagogical content knowledge and the abilities of teachers to act as mentors. He maintains that teachers obtain a variety of teaching techniques and strategies that they incorporate into their lesson to make it more understandable to the learners.

This knowledge is about good mentors having a grasp of the most effective approaches and methods they should use at specific stages of their mentees' growth to convey their knowledge, skills and expertise. For example, in the early stages of the mentees' development, mentors should use apprenticeship based strategies such as co-planning and team teaching to build the mentees' confidence, but in the later stages, effective mentors use co-inquiry and reflective practice to establish collaborative partnerships. Jones and Straker (2006) confirm that every teacher and every mentor is different and the context that they are placed in differs. Each mentee has to be assessed individually and according to their individual needs.

Jones and Straker (2006) claim that although there is a large amount of codified knowledge available, most mentors believe their professional practice and capabilities as teachers come from collaboration with co-workers and it provides the core basis of knowledge and expertise in their work with mentees. Mentors feel very confident in the following areas: planning of lessons, their classroom management and in the curriculum knowledge.

Context knowledge

Jones and Straker (2006) state that the aim of mentee training and orientation is to advantage the beginner teacher, the school, the pupils, the profession, and society as a whole. Jones and Straker (2006) assert that mentoring needs to take into consideration the social, cultural, and political environment within which education is entrenched; whereas Shulman (1987) claims that knowledge of context contains knowledge of the district where the school is situated. This type of knowledge includes the school's "culture and ethos", departmental guidelines and policies, other school contextual factors, and knowledge of the students, their communities and backgrounds.

Jones and Straker (2006) embrace the extent to which mentors acquire and are eager to use knowledge, which helps mentees develop an understanding of the background factors of the education process, and the ability of the mentor to seek the necessary professional actions to amend these where possible. Knowledge on the importance of critical reflection should be evident amongst mentees so that they gain an understanding of the effect of the contextual factors on the education process. Mentors need to ensure that their mentees' critical reflection is not only restricted to the immediate school context in which the mentors operate, but critical reflection should take into account the social, cultural and political contexts within which education is entrenched.

2.7.2 HUDSON'S (2004) MODEL FOR DEVELOPING TEACHING PRACTICES

Hudson's (2004) model for developing teaching practices as well as Jones and Straker's (2006) model of mentoring knowledge are used, as both conceptual frameworks helped in evaluating the data on mentoring and provided a grounding for this study on mentoring and the knowledge base the process requires. Hudson (2004) and Jones and Straker (2006) both look at the different aspects of the mentor knowledge needed, and whereas Jones and Straker (2006) stated that more in-depth information on contextual and social factors that mentors encounter, they both elaborated a great deal on mentor modelling of the pedagogical knowledge and content knowledge required.

Hudson's (2004) model also provided a more in-depth elaboration on the system requirements for effective teaching and greater emphasis was placed on the well-being of the

mentee. Both these frameworks supplemented each other as well as supplemented this study. Although Hudson used this model on science teachers, it is also deemed to be appropriate for teachers from different subject departments, as the basis of the study does not fully revolve around subject content only, but also on the aspects needed to provide good leadership and mentorship within the schools.

Hudson (2004) believes that a change from generic mentoring to specific mentoring practices provides better focus for developing teachers (mentees) in subject-specific areas. He suggested that the constructivist theory supplements mentoring through field experiences and practice teaching is used to build on the mentees' knowledge base and skills for teaching. He also identifies the five factors for mentoring as personal attributes, system requirements, pedagogical knowledge, modelling, and feedback.

A constructivist view of mentoring

Hudson (2004) states that a theory for mentoring must be entrenched in its philosophy for constructing knowledge from previous experiences, which enables the mentor to develop the potential of the mentee by moving from a general knowledge to a more specific knowledge, which also complements teaching practice experience models that are actually happening in schools. According to the constructivist theorist, learning is most effective when new knowledge and skills are used and individuals are able to construct meanings from them (Brickhard, 1998, cited in Hudson 2004). Hudson (2004) asserts that the constructivist mentor has the potential to be employed in mentoring programmes that focus on specific subjects. A mentor is able to build on a mentees initial knowledge base towards a more complex and scientific teaching knowledge base. He believes that the constructivist mentor may have an impact on a mentee's development. He also explains that constructivism develops mentor-specific mentoring roles, which in turn broadens a mentee's development.

The mentoring model

A five-factor model for effective teaching is explained in detail below namely, personal attributes, system requirements, pedagogical knowledge, modelling, and feedback. The mentoring roles within these factors frames a mentee's teaching experience in a constructivist way. Within this model, the mentor support assists and prepares the mentee towards a level of expertise in teaching.

Personal attributes

These are the personal attributes that a person needs to demonstrate for a constructive discussion to take place. Hudson (2004) maintains that a great part of a mentor's role is exhibiting personal attributes that best assist a mentee's development, such as being encouraging, affable, attentive, and supportive.

System requirements focus on the curriculum directives and policies

The Department of Education has developed the Curriculum Assessment Policy Statements (CAPS) document, containing the systems and policies that every school and every subject area needs to abide by. Hudson (2004) states that mentors need to be knowledgeable of the content of the current system and on the processes for its implementation. He therefore states that the mentor's role must include addressing the system requirements so that mentees can be more focused on the planning and implementation of quality educational practices. Mentors therefore need to outline the school's educational policies and the curriculum within the school context.

Pedagogical knowledge for articulating effective teaching practices

Shulman (1986) is of the understanding that a mentor's knowledge on how to teach in the classroom context can provide mentees with a deeper understanding of teaching practices. Hudson (2004) states that a mentor's pedagogical knowledge may differ from their subject knowledge and from lesson to lesson. Therefore, they need to understand what subject specific pedagogical knowledge actually means. He notes that a mentor's pedagogical knowledge needs to focus on the planning, timetabling, preparation, questioning skills, problem solving strategies and assessment techniques in the educational context. A mentor who possesses specific teaching strategies can effectively assist a mentee to improve specific teaching practices.

Modelling efficient and effective practices of the mentor

Hudson (2004) asserts that mentors' modelling of their teaching practices has a huge effect on a mentees development if it is included in a genuine classroom experience. He notes that subject specific mentoring allows mentors to focus on modelling the distinctive features of their particular subjects. He believes that mentors must provide "hands-on" experience with lessons, display classroom strategies, and demonstrate a relationship with learners. He also

notes that this type of modelling allows mentees to conceptualise applicable teaching practices towards developing their own knowledge and skills.

Feedback that is provided for the purpose of reflection to improve practice

Hudson (2004) maintains that a mentor's willingness to provide constructive feedback contributes to instilling confidence in their mentees. Hudson (2004) states that this requires mentors to review a mentees lesson plans in order to provide comprehensive and specific feedback. In addition, this allows a mentee to self-reflect on their own practices.

2.8 CONCLUSION

In summation, this chapter evaluated the local and international literature on mentoring, looking at the variety of definitions and the authors' different views on mentoring, its knowledge base and the benefits that enable a positive mentoring relationship.
The purpose of the literature review was to present a discussion on the conceptualisation of mentoring, the knowledge base and the support functions of mentoring, and a discussion on the benefits and challenges of mentoring relationships to both mentees and mentors. The mentoring functions identified link to ways in which mentors contribute to the professional growth of their mentees and emotionally support them. In this regard, a review of the literature indicates that good mentors are individuals who are knowledgeable on how best to address the needs of their mentees.

Theorists propose that mentoring is a collaborative, mutual, and understanding relationship in which mentors and mentees learn from one another. When performing their mentoring roles, it is important that mentors recognise the varied needs of their mentees and the stages of development they are at. To carry out this role, mentors are expected to know the type of support tasks they need to provide and the techniques that would be most applicable to that particular mentee.

A review of the literature also recommends that mentoring in the educational field has been studied, recorded, and executed in numerous countries internationally such as the United States and the United Kingdom; unfortunately in South Africa there has been insufficient research done, and more research should be conducted. It has been noted in the literature that there is very little information on the actual knowledge base that mentors rely on, and

according to the literature, mentors are using their own experiences to mentor. It has also been found that mentors are dealing with the challenges in their mentoring alone, with little or no help from the DOE or from the school management team, and not even from the universities. All schools deserve highly skilled and competent teachers; therefore, I believe that mentoring can aid in assisting beginners in becoming more accomplished in their teaching skills. Depending on the quality of mentoring, it may influence the effectiveness of beginner and student teachers and affect their professional growth and learning, either positively or negatively. Therefore, teacher learning is an integral part of mentoring. If mentoring is done effectively, it provides confidence to the mentee.

The final section of the chapter sets out the conceptual framework used for the analysis of the data in this research.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1. INTRODUCTION

Chapter Two evaluated the literature of the research, which focused on the knowledge base of mentors. The rationale of a methodology chapter is to provide a clear and thorough description of the research methodology and design and this will be described in detail. The choice of the methodology to be used is generally influenced by the way the researcher regards the world, and the ontological assumptions give rise to the epistemological assumptions, which lead to the choice of methodology. This, in turn, then leads to the type of data collection instruments selected and the variety of these that may be used.

In this chapter, the research design is presented, with the data collection and data analysis methods. The first part of the chapter concentrates on the research design. A broad description of the research paradigm is provided, a cross-examination of the methodology is highlighted, and, in addition, the research site (including access and ethical issues), participants, and sampling are addressed. The second section of the chapter delivers an in-depth portrayal of the data collection process and techniques used in gathering data. The chapter concludes with a description of how the data was analysed, the ethical considerations, the trustworthiness of the research and the challenges faced. Literature that is relevant to the different aspects of the methodology and design is used to substantiate the choices made.

The research questions that frame this study are restated here:

1. What mentoring knowledge do business studies mentors use to mentor pre-service teachers?
2. Where do business studies mentors acquire their knowledge for mentoring?
3. What are the mentoring strategies that business studies mentors use in mentoring?
4. What challenges do business studies mentors face?

3.2 THE RESEARCH PARADIGM: INTERPRETIVISM

A paradigm is a cohesive group of functional thoughts, variables, and difficulties assigned with conforming methodological methods and tools. The basic understanding is that the reality of an individual's experience lies within the individual and each person is involved in their own personal experiences. This study is located within an interpretivist paradigm. The interpretivist researcher is inclined to depend upon the applicants' opinions of the situation being studied (Cresswell cited in Mackenzie & Knipe, 2006). This paradigm is appropriate for this study because it looks at the knowledge, strategies, and the challenges that mentors face in their mentorship roles. The mentor's own experiences, their knowledge and skills when they mentor their mentees are used to gain in-depth information. This study explores the mentoring knowledge that they use in their mentoring roles in the case of two schools within the Pietermaritzburg district.

As the interpretivist paradigm is the perception of peoples lived experiences in a certain setting, the aim of research in interpretivism is to obtain a worthy comprehension of how people construct meaning in their everyday life. In this study, the focus is on how mentors try to overcome their initial problems of mentoring by looking at their experiences.

Mertens (cited in Mackenzie & Knipe, 2006) suggests that the reality of a situation is socially created. The ontology of interpretivism is that people create reality differently according to their meaning-making systems. The epistemology of interpretivism is that knowledge making involves telling stories and creating thick descriptions. Creswell (1998) argues that a phenomenological study defines the importance of the lived encounters of numerous persons. The interpretive perspective leads to what many researchers term "naturalistic research". Cohen et al. (2007) claim that this type of research is conducted in a natural, open, practical context with the researcher not being invasive. This research was conducted in an environment where the interviewee felt comfortable, the interview was conducted in a non-threatening manner, the participants were constantly reminded that they were not obligated or being forced to participate, and they did so willingly. Teachers will be telling their mentoring stories. The researcher also did not coerce or pre-plan answers with the participants and the data is a true reflection of the dialogue with them. Therefore, situations were examined from the viewpoint of participants and, most definitely, participants' behaviour was context driven.

The research concurs with the ontological assumptions maintained by Cohen et al. (2007), that there are multiple realities.

In this study, the concepts of mentoring were understood and enacted differently by the research participants since their views were shaped by their beliefs, values and the contexts in which they interacted. Furthermore, knowledge in this study was created by the numerous interactions of the participants and the researcher. Popkewitz (1984) maintains that the interpretive paradigm is based upon the understanding of interactions between individuals in a social context. This is appropriate to the research focus of mentoring, whereby relationships and knowledge between the mentor and mentee are examined.

3.3 METHODOLOGICAL APPROACH

3.3.1 QUALITATIVE RESEARCH

The study adopts a qualitative approach to research. Polkinghorn (2005) affirms that qualitative research is analysis targeted at outlining and explaining human experiences as they transpire in the individual's life. Qualitative data are collected mainly in the form of oral or written language. Cohen et al. (2011) claim that qualitative data can consist of interviews, observation, field notes, documents and reports and artefacts. Brynard et al. (2014) suggest that qualitative data refers to the research that produces descriptive data. It allowed the researcher to understand the lived everyday experiences of mentor teachers, in their daily struggles when facing their mentoring experiences for the first time.

Qualitative methodology seeks to create an understanding of a specific complex phenomenon. Qualitative researchers strive to understand a phenomenon from the viewpoint of the participants as opposed to explaining it from the outside. Hence, they highlight the distinctiveness of individual persons. Therefore, the qualitative research method is aptly chosen in this study, as the mentors selected had a vast amount of experience gained over a number of years mentoring at their particular schools. This research also highlights the individual characteristics of each mentor and their similarities. In this type of research, the researcher depends on the views of the participants, asking comprehensive, general questions and collects data containing the comments from participants. They define and examine these comments for ideas, and conduct the assessment in a partial manner (Creswell, 2007).

McKenzie and Knipe (2006) maintain that qualitative data is used in a way which supports and strengthens the description.

True to the nature of qualitative methodology, this study endeavoured to understand the phenomenon of mentoring from the perspective of mentor teachers, who in this case were insiders because they were mentoring at their schools. Golafshani (2003) asserts that qualitative research seeks to comprehend occurrences in a particular environment, which is usually in the real-life environment. The researcher does not attempt to manipulate the findings.

Qualitative researchers accept that there are multiple truths as each person experiences a different reality of the same experience (Krauss, 2005). To appreciate the nature of true qualitative research, researchers use the emic view. Morrow (2004) claims that the emic view is the opinion held by insiders. The insiders in this study were the six mentor teachers.

To generate data, qualitative researchers employ multiple research methods that are humanistic and interactive such as interviews, document reviews, and observations. Humanistic and interactive research methods offer the participant the chance to voice and comprehensively describe their feelings and personal experiences. In this research, they allowed participants to refer to their past and present experiences of being mentors thus giving the researcher a complete picture of the occurrence being investigated. The humanistic and interactive research methods that were applied in this study are semi-structured interviews.

3.4 DATA COLLECTION

In this section the data collection method and procedure was used to capture and understand a "subjective reality" of the participants' knowledge base that informs their mentorship roles. I explain my inspiration for choosing this data collection instrument as well as the benefits and limitations of the method. The primary source of data was the individual semi-structured interviews with the participants. As a qualitative researcher, I was able to use interviews to gather information, thus taking advantage of the strengths of this particular data collection instrument. Cohen et al. (2007) maintain that there is no particular direction for data collection, but the issue of suitability of purpose is most important.

3.4.1 INTERVIEWS

The intention of a research interview is to "probe a respondent's view," their perceptions, or life history", i.e. it is more than a conversation with a purpose. A voice is given to the respondent (Wellington, 2000, p.72). There are several types of interviews, such as group interviews, ethnographic interviews, in-depth interviews, semi-structured interviews etc. The semi-structured interview was used for this study. Pillay (2012) claims a semi-structured interview involves pre-determined questions, which allows participants to include or voice their feelings as the interview advances. Semi-structured interviews also allow the same view to be covered with each respondent. Bertram (2010) explains an interview to be a discourse between the interviewer and interviewee. Rule and John (2011) maintain that interviews regularly suggest a one-on-one conversation between the researcher and participant; it is a type of guided conversation. Semi- structured interviews were suitable for this study because they are a detailed type of conversation that allowed me, as the researcher, to probe for information from the participants by enquiring for more clarification on responses, finding opinions and insights, and establishing motives and feelings. Such information enabled me to gather rich descriptive data, which in turn allowed me to understand how the participants create knowledge and social reality (Struwig & Stead, 2001; Opie, 2004; Shank, 2007; Bell, 1999).

An interview schedule was prepared carefully in advance to elicit perceptions and responses relevant to answer the research questions. The nature of the interview was fairly structured; flexibility in terms of the sequence of responses and additional information was catered for. I preferred semi-structured interviews, as they reduced pointless narration by allowing questions to be formulated around topics of specific interest, but they still allowed for adjustment and depth of the interview, as stated by Fouche (2005). To facilitate a natural flow of the interview, one interview schedule was created and learnt in advance. I agree with Bell (1999, p.13), that an advantage of an interview is "its adaptability and a skilful interviewer can follow up ideas, probe responses and investigate motives and feelings, which other methods may not be able to do."

Retaining original data was important, because it enabled the researcher to relay information back to the participants so that they could check against bias (Opie, 2004), facilitate the

process of checking for information gaps that might have required follow up interviews and also for the purpose of data analysis.

I conducted the semi-structured interviews in non-teaching time, each lasting from 20 minutes to 60 minutes each. This pointed to the fact that some participants had a variety of experiences or information to provide, while others, at times, were speaking on the periphery of the topic and used it as a time to air other grievances. Participants were provided with an opportunity to set dates and times of the interview to suit them. The venue chosen was appropriate for interview purposes, allowing the participant to feel comfortable and at ease. In case where home interviews were not preferred, interviews were conducted in a quiet place. On the morning of the interview, I provided participants with a copy of the interview schedule. Permission had been obtained to use a digital voice recorder, but I addressed confidentiality by transferring voice-recorded interviews to a password-protected computer immediately after the interviews were completed and soon thereafter deleted it from the voice recorder. Pillay, (2012) proposes that, thorough recording and processing of interview records could increase and reassure participant validation. Voice recording the interviews ensures that the researcher focuses exclusively on what the participants are saying and is not distracted by taking profuse notes during the interview, states Fouche (2005). Field notes were required during the interviews to capture gestures and attitude, as some aspects of the interaction could not be captured by a voice recorder.

3.4.2 DATA ANALYSIS

Data analysis is a methodological process that "organizes the data into manageable units, combines and synthesizes ideas, develops constructs, themes, and illuminates the important discoveries of your research" (Anderson & Arsenault, 1999, p.131). There is consensus that qualitative research results in large amounts of subjective, rich and detailed data. The challenge experienced in this study, then, was to reduce the data and interpret it in a meaningful manner. In this regard, Bassey (1999, p.84) states that, "fundamentally data analysis is an intellectual struggle with an enormous amount of raw data in order to produce a meaningful and trustworthy conclusion which is supported by a concise account of how it was reached."

I utilised the three stages in data analysis, as suggested by Miles and Huberman (cited in Wellington, 2000, p.134): data reduction, data organisation, and data interpretation. Data

reduction took place by collating, summarizing, coding, and sorting data into themes or categories. I had to interpret and make meaning of the data. Cohen et al. (2007) regards this as a thematic content analysis, which "involves generating themes or concepts through the process of coding, resulting in theoretical conclusions."

The data transcripts were characterised using a coding system, the interview questions and answers were classified according to the four research questions. Coding is understood as the clarification of responses that was created from the questions asked so that they could be analysed. The responses were clustered according to questions and different codes were assigned, founded on cohesion. I formulated themes to scale down the coded data. The themes were created by taking the four key research questions into account and these were driven by content analysis, as specified by Cohen et al. (2011).

In this study, the inductive data analysis method was used to allow the data to speak and provide answers to the research questions. In keeping with the qualitative data analysis view, I assessed the various data collected and discovered a correlation between them.

3.5 SAMPLING

Jackson (2008, p.177) defines sampling as "the process of selecting a subset of cases in order to draw conclusions about the entire set". A sampling procedure is vital in any study because it shows the degree to which research results can be generalised. In this study, this purposive sampling method allowed the unique participants to be targeted, who were considered the only ones who could provide the required understanding. They were included in the study since they provided an opportunity to access "knowledgeable people" (Cohen et al, 2007, p.114); they were those individuals that had experience in mentoring and they offered the convenience of the researcher using her own school as one of the research sites. Babbie (2007) also refers to purposive sampling as judgemental sampling. Therefore, participants for this study were purposively selected according to the researcher's judgment on who could provide information that would enable an understanding of how mentors gain their knowledge base for mentoring. Babbie (2007, p.184) thus describes purposive sampling, as "the parties (to be studied) are selected on the basis of the researcher's judgement for their suitability and relevance". Strydom and Delport, (2005) also concur that the researcher chooses particular cases based on the features that are of interest to a particular study. Furthermore, Cohen et al. (2011) maintain purposive sampling is a characteristic of

qualitative research in which researchers select the cases that are most suitable for the research based on their conclusions they wish to obtain from the particular cases.

In this study, using a purposive sampling strategy, the selected sample size was six mentor teachers. Cohen et al. (2007) claim purposive sampling to be a distinctive characteristic of the qualitative research method, whereby researchers handpick cases to be part of the sample based on their typicality or peculiar characteristics. This study thus focused on experienced teachers – therefore only they formed part of the sample, and, as the name suggests (purposive), the sample was chosen for a specific purpose. All six respondents were from public schools that are in the Umgungundlovu district. I have used assumed names to protect the identities of my recipients. Mrs M (mentor 1) was from Blue High school, Mrs K (mentor 2) was from Green Secondary and Mr S (mentor 3) was from Blue High School, Ms T (mentor 4) was from Blue High School, Mrs R (mentor 5) was from Green Secondary and Mr N (mentor 6) was from Green Secondary. These six teachers/mentors were selected because they reflected the demographics of South Africa. The six teacher/mentors are also from different socio-economic contexts and this added significantly to the analysis of the research findings. The two high schools studied were located in the Umgungundlovu district; these schools were selected because of their close proximity to where the researcher is stationed. Between the two sites, the six participants, ranged from department heads to level one educator. They were uniquely positioned to provide perceptive information on their experiences and the roles they played as mentors.

Deciding on a suitable sample and sampling technique is clearly encouraged by the methodological stance a researcher adopts. Cohen et al. (2007) posit that the success or failure of any type of research is not only defined by the suitability of the methodology and instruments for data collection, but also by the appropriateness of the sampling approach.

3.6 ETHICAL ISSUES

Creswell (2009) states that research ethics ensures that the well-being of research participants is not compromised and that the researcher's conduct is above criticism as per the code of conduct of researchers. Wassenaar (2006) states that the four main philosophical principles to bear in mind are autonomy and respect for the dignity of individuals, non-maleficence,

beneficence and justice. These four philosophical principles are collectively referred to as principilism (Wassenaar, 2006).

This study addressed ethical issues by observing principilism. It is imperative that research be performed in an ethical manner. I began this study by applying for ethical clearance through the University Research Office, then requested authorisation from the Department of Education in KZN to conduct the study in two schools. Consent was also requested from each of the six participants. Each participant was informed about the particulars of the research in detail. When they agreed to participate, they were asked to complete and sign informed consent forms before the interviews could begin. They were informed of their rights and autonomy and their right to withdraw from the study at any time without any consequence.

3.6.1 AUTONOMY AND RESPECT FOR THE DIGNITY OF PERSONS

In this study, autonomy and respect for the dignity of persons was observed by generating informed consent in a form of a letter wherein the identity and background of the researcher were declared to the potential participants. An informed consent form also declared to the potential participants the following information: the intentions of the study, voluntary participation and withdrawal from the process at any time.

In addition, the informed consent form alerted participants that their identity and any identifying characteristics would not be disclosed in the research report, or anywhere else, to guarantee their anonymity. To ensure this guarantee, raw data were cleaned by omitting all information that might identify the participants and the sites where the study was conducted. In accordance with this, pseudonyms were used to refer to the two schools and the six participants. The two schools that were sites for this study were given the fictitious names, Blue High School and Green Secondary School. Each of the six participants was allocated a pseudonym namely: Mrs M (mentor 1), Mrs K (mentor 2), Mr S (mentor 3), Ms T (mentor 4), Mrs R (mentor 5) and Mr N (mentor 6). They were requested to respond in writing to declare whether they accepted or declined participation in the study and whether they consented to their interviews being voice recorded (Babbie, 2007; Cohen et al., 2011).

3.6.2 NON-MALEFICENCE

The principle of non-maleficence ensured that no harm, wrong or embarrassment was suffered by participants because of their involvement in the study (Wassenar, 2006; Babbie, 2007; Cohen et al., 2011). Potential participants were informed that information they provided would not be disclosed to anyone, but would be used for research purposes only and that data interpretations would not be presented in a manner that would be embarrassing and hurtful to them.

Anonymity was maintained by using pseudonyms and confidentiality was upheld by storing information in a safe place and ensuring that the identities of participants were well protected in the thesis. Bassey (1999) reiterates, "If responsibilities are honoured, researchers can expect the freedom to do things without endangering themselves." (p.74).

My own ethical principles encouraged me to be honest in data collection, analysis and recounting of the findings. Bassey (1999, p.74) emphasizes the need for "Respect for educational research itself which enhances the image of research".

3.7 TRUSTWORTHINESS

The conventional standard for guaranteeing the believability of research data is objectivity, reliability and validity. It is the degree to which the data and the data analysis are authentic and dependable. Cohen et al. (2011) maintain that validity is an important characteristic for effective research and if the information is invalid, it becomes insignificant to the researcher. Therefore validity is a significant prerequisite for both quantitative and qualitative research. In qualitative research, validity must be improved through the correct choices of a sampling method and the research instruments. Cohen et al. (2011) also maintain that reliability is mainly concerned with the accuracy and that the same research can be carried out on a similar group of participants within a similar environment.

Wayhuni (2012) explains that qualitative research widely uses Lincoln and Guba's (1985) four-fold principles of credibility, transferability, dependability and confirmability to ensure research trustworthiness. Morrow (2004) suggests that these four criteria in qualitative

research are parallel to quantitative research criteria of internal validity and external validity, or generalizability, reliability and objectivity respectively.

Credibility in qualitative research is defined as the extent to which the data and data analysis are credible and truthful. Wayhuni (2012) states that to ensure credibility in a study, data generated must be accurate and reflect the phenomenon being studied. A qualitative research design was implemented in this study, consequently, guaranteeing that the generated data was credible through the use of a practical, convenient sample of participants.

The participants involved in this study were interviewed in the environment they felt most comfortable in. All the interviews were recorded in order to get first-hand information, and transcribed verbatim, which reduced mistakes and produced a complete record compared to taking interview notes. Pillay (2012) notifies us of certain inadequacies of recordings, claiming that this data-generating method does not portray the body language of the participants and it intimidates some – therefore, the credibility of the interactions between the interviewer and the interviewee can be reduced. I addressed this issue by taking down field notes during the interview process, which enabled me to document participants' body language and facial expressions and gestures. Participants were urged to contribute openly during the interviews, as the assurance of privacy was guaranteed. I endeavoured to meet some of the "quality criteria" for an ideal interview, as recommended by Cohen et al. (2011, p.424). Brief questions were asked and I probed and requested clarity on certain concerns that stemmed from the answers.

Transferability of research results is flexible or generalizable only if they fit into certain situations external to the real study situation. A qualitative researcher can develop transferability by specifying the research methods, contexts, and expectations underlying the study (Cohen et al., 2011). It is attained by offering a comprehensive, valuable account of the circumstances learnt to provide the reader with adequate evidence to be competent to assess the applicability of the outcomes to other situations that they know. The researcher must offer a valuable, dense explanation of the study such that the data and the narrative speak for themselves.

Oka and Shaw (2000) believe that transferability represents the probability that the outcomes found in one site will be similar in the next site. Cohen et al. (2011) contend that qualitative data may have certain challenges – first, because it can be demanding to scrutinise bulk data, and also, because the reliability of the data is not always guaranteed, as the participants sometimes only answer according to what they think the researcher wants to hear. Therefore, throughout the interview process I constantly had to steer the participants to answer the questions without going off the topic or personalising the interview.

To guarantee transferability, I offered a thick description of all the procedures that were followed throughout the research. Oka and Shaw (2000) state that offering adequate descriptive data is often called a thick description. This comprises of a full explanation of the setting under which one is conducting the research, so that readers of one's research report can assess whether the outcomes obtained could be the same in their own research site.

Dependability is emphasised by the value of the researcher's accountability to the research and defining the transforming settings and situations that are essential to reliability of the research outcome. Oka and Shaw (2000) point out that this refers to the extent to which people can depend on the results of the research and whether they can use the instruments in their own situations and produce the same results. To replicate results may be challenging, as participants have diverse opinions and react differently to the same set of questions. Therefore, in terms of this study, I ensured dependability by asking the same set of questions to all six participants and making sure that I steered the conversation along the right path not allowing for much deviation.

Confirmability is the extent to which the research results can be established or validated by others. It is a good idea for the researcher to record all gathered data in a well-organised, retrievable structure so that it can be made accessible to others if the results are tested. Data from this research was recorded, and then transcribed for accessibility. Lincoln and Guba (1985) state confirmability can be seen as similar to impartiality in established quantitative research designs.

Rule and John (2011), Cohen et al. (2011), and Oka and Shaw (2000) all maintain that confirmability mainly involves confirming that the information and its handling were not

misleading, but can be established by the researcher through meetings with the participants. These academics also argue that researchers should associate their claims and analyses with the significance that the participants ascribe to their experience. The researcher has to ensure that his or her explanation corresponds to the meaning that the participants have. In the context of this study, validation was sought with participants in order to check whether my understanding of what was said was accurate. To achieve this, the participants were provided with the transcripts so that they could confirm the accuracy of our conversations. In addition to this, as the discussions continued, I checked if my understanding was reliable with what they were independently revealing to me.

3.8 CONCLUSION

This chapter deliberated on the methodology and design of the study. It also reported on the issues of trustworthiness, ethical issues and outlined the research paradigm. The study was interpretive and qualitative. Data generating methods were examined and explained in detail. The proceeding chapter presents the discussion of data from the field.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 INTRODUCTION

The previous chapter presented an outline of the research design and methodology that was used in data generating. This chapter focuses on the presentation and discussion of qualitative data that was collected through the semi-structured interviews. The stated aim of the study was to explore the mentoring experiences of Business Studies teachers in the Umgungundlovu district. This entailed examining the knowledge that mentors use, where mentors acquire their knowledge, strategies for mentoring and the challenges they face when working with trainee and beginner teachers. The data included in the interview transcriptions was examined and, using the procedure of coding and classification to obtain them, common themes were recognised that depicted the views of the participants. Direct quotes were selected from the interview data to demonstrate the developing classifications and themes and to demonstrate a certain insight of the participants' general views, linking to their opinions of mentoring beginner teachers and student teachers.

Before the data is thematically presented, each of the research locations is outlined together with the profiles of the six mentors who were interviewed for this study, with the purpose of capturing their individuality and their connections in respect to their years of mentoring in their respective schools as well as their years of service in the educational field. I also probed to discover their views on their experiences, in the mentoring programme implemented at their schools. This is followed by a discussion of the emerging themes. The schools at which the study was conducted and the participating mentor teachers are referred to by pseudonyms.

The presentation of the findings is done in accordance with the research questions of the study, as stated in both Chapter One and Chapter Three. The themes identified by all the participants in relation to the four main research questions are discussed below:

What mentoring knowledge do Business Studies mentors use to mentor pre-service teachers?

Where do business studies mentors acquire their knowledge for mentoring?

What are the mentoring strategies that Business Studies mentors use in mentoring?

What challenges do Business Studies mentors face?

4.2 DESCRIBING THE RESEARCH PARTICIPANTS

As stated, the real names of the participants and their schools were disguised, and aliases used instead. The two schools studied are within the Umgungundlovu district. The adopted names of the schools are Blue High School and Green Secondary School. Blue High School's enrolment consists of about 1500 learners with 50 educators and Green Secondary School's enrolment consists of 1060 learners with 55 educators. The study focused on six teachers in their mentoring roles.

4.2.1 MENTORS' BIOGRAPHICAL DETAILS

BIOGRAPHICAL INFORMATION						
Participants	Gender	Age	Years teaching	Years mentoring	Other subjects taught	Highest qualifications
Mrs M	F	30–35	3	2	*EMS *Life Sciences	*B.Ed. Degree
Mrs K	F	40–50	24	16	*EMS	*Senior Primary Education Diploma *Higher Diploma in Education *B.Ed. Honours
Mr S	M	30–35	11	9	*Accounting *EMS	*B.Com Degree *PGCE certificate
Ms T	F	35–40	18	16	*Geography *EMS *Accounting	*Education Diploma Secondary *ACE-Leadership *Honours B.Ed.
Mrs R	F	30–35	12	10	*LO *Accounting *EMS *Life Sciences	*B.Ed. Degree
Mr N	M	40–45	21	18	*EMS *English *LO	*B.Ed. Degree

Table 1: Mentors Biographical details

Mrs M (Post level 1 teacher)

Mrs M is a post level one educator at Blue High School. She has taught at various schools in Pietermaritzburg on a part time basis. She started teaching in 2014. In the last few years, she obtained the Funza Lushaka bursary to do her teaching degree, and once she had accomplished this, she became a permanent member of the Blue High school staff. Her interview took place at my residence, as she was very comfortable with the idea. The interview took between 30 and 45 minutes. Mrs M stated that she did not have a choice in becoming a mentor, and she was chosen by her HOD. She stated that even though she has not

been in the teaching profession for a long time, and she has not been mentoring for a long period, she wants to be able to provide mentees with the assistance that she was not given.

Mrs K (HOD and University Tutor)

Mrs K, a teacher at Green Secondary School, has been teaching for more than 24 years and has been a liaison mentor for 16 years. She studied at a teacher training college and has only taught at her current school during her entire teaching career. Her own understandings as a teacher have motivated her to take on the position of liaison mentor for the past 16 years. Mrs K is very enthusiastic about mentoring, even though she has encountered numerous challenges in her role as a mentor, from her school, the mentees, and the university. The interview with her took place at a quaint, quiet coffee shop in Pietermaritzburg and lasted 60 minutes.

Mr S (HOD)

Mr S started teaching in 2007 at Blue High School. He possesses a B.Com degree as well as a PGCE certificate. He is a new governing body HOD (chosen and remunerated by the school to perform HOD duties). The interview took place in a restaurant in Pietermaritzburg. Our formal conversation lasted for just over an hour. Mr S has worked in both the private and public sectors. He did not always know that he wanted to go into teaching; his first career choice was to go into the commercial field. He is a past pupil of the participating Blue High School, where he was well known for his work ethic and professionalism. His ex-principal offered him a teaching position at Blue High School and that is how he joined the commerce department. From the moment he started at Blue High School, he stated that he has always been passionate about his subject and his learners. From the interview with Mr S, the passion he has for education and the difference he wants to make is visible. He believes he can use his ability to support and aid mentees.

Ms T (HOD)

Ms T started teaching as a post level one teacher at a school outside of Pietermaritzburg for a year in 2000. She then taught for 6 months at a government school, which she explained was

a traumatic experience for her, as that particular school was her alma mater – she had not realised how dictatorial certain schools could be. She is now a full time teacher at Blue High School, where she has been in an HOD position since 2005. She possesses an Education Diploma (ED), an ACE certificate, a B.Ed. Honours Degree in Leadership as well as a few courses in a B.Com degree. The interviews took place in my office, which lasted between 30 and 45 minutes. In the interview, Ms T expressed her feelings about the poor level of department workshops that have been administered by the Department of Education. She stated that *"often very little information cascaded at the workshops I have been to, it usually turns into a moan session, with the subject advisor also only reading the document to us. I want consistent, accurate direction."* She continually spoke about having applied for numerous subject advisor positions within the department, because she wants to make a change to how teachers are operating within schools. She wants to help teachers in administering the curriculum in a concise manner, where all schools are "*on the same page*", doing the same things, where there is uniformity and teachers are not left to interpret the curriculum on their own. She was vehement in wanting to help her teachers. However, she has come to the realisation that she has to start off low by helping out in her own school as a mentor to beginner and student teachers. She believes that she will be able to make a difference and is very passionate about the learner's and academics.

Mrs R (Level 1 teacher)

Mrs R studied at the University of Kwa-Zulu Natal (UKZN)-Edgewood campus and is currently teaching at Green Secondary School. She did a full four-year teaching degree, where it was a requirement during those four years that student teachers be placed in schools for all their teaching practices. She claimed that some of the experiences were worthwhile, while some provided her with no real training. She asserted that her experiences, both positive and negative, have motivated her in continuing to mentor, and she wants to be able to steer young teachers on the right path because she found that many students do not have their hearts in the teaching profession. During her final teaching practice, she was approached by the principal of the school and offered a teaching position. Mrs R started teaching a variety of subjects in numerous departments. She believes that her experiences have helped her in her mentoring and in her teaching abilities. She started teaching in 2005. She possesses a teaching degree and is currently doing her BED Honours in Educational Leadership. The interview took place in my office and was another short interview, only lasting 30 minutes.

At times during the interview, Mrs R mentioned that she is losing hope in the education system and may want to look at the private sector or become self-employed. However, she has stressed that her passion for teaching is paramount and she enjoys it immensely.

Mr N (Level 1 teacher)

Mr N has been teaching since 1996 at Green Secondary School. He has only recently started tutoring at university level. He is a vibrant, enthusiastic teacher, who always puts the learners at the forefront. He was an ideal person to interview, as he has a vast amount of knowledge and experience, and has always been a mentor, both formally and informally, to all teachers, whether beginners or other colleagues. He believes that he will always be a teacher; he does not see himself in any other profession, or in any other school. He expressed the sentiment that he thoroughly enjoys his role as a mentor, as it affords him the opportunity to share his knowledge and skills with beginner teachers.

4.3 PRESENTATION OF FINDINGS

The themes that emerged from the data were largely linked to the research questions. The research question aimed at the mentoring knowledge base that business studies mentors used to mentor student teachers. Themes that emerged according to the first research question were mentors' pedagogical knowledge, content knowledge, working with adult learners and induction into the school context. Themes emerging from research question two were mentors' personal experiences and collaboration with their colleagues. Research question three centred on mentor modelling, observation, feedback, and teaching strategies and techniques. Research question four elaborated on the challenges that mentors faced in performing their roles.

4.3.1 THE MENTORING KNOWLEDGE USED BY BUSINESS STUDIES TEACHERS TO MENTOR NOVICE TEACHERS

This section is about the knowledge base that mentors use to inform their mentoring practices. From the data analysis, mentors recognised the categories of knowledge that were vital to informing their practice with student teacher's and beginner teachers. In this study,

both Jones's framework on teacher knowledge and Hudson's framework on mentoring knowledge are used. Hudson (2004) claims that teaching is an interpersonal, sensitive, and social profession, and states that mentoring necessitates "real- time" interaction between mentor and mentees.

Mentors pedagogical knowledge

One type of knowledge mentioned by the participants is what Jones and Straker (2006) call pedagogical knowledge. This includes the technicalities of teaching, which are the interpersonal skills which were recognised as the focal point in building and maintaining trust relationships between mentor and mentee.

Knowledge of interpersonal skills

The outcome from the data shows that mentors revealed a variety of interpersonal skills that they depended on and utilised for mentoring. Their role required them to acquire the following skills and characteristics: listening skills to provide constructive feedback, being non-judgemental, sensitive, truthful, open, compassionate, challenging, patient, and being a generally confident person.

Mrs R mentioned:

A mentor I think is being someone who assists a student to learn. Guiding them, teaching them techniques of teaching, also to help student teachers to be confident teachers. I need to be motivational, constructive, and helpful, to be professional in my role.

Hudson (2004) maintains that a great part of a mentor's role is exhibiting personal attributes that best assist a mentee's development such as being encouraging, affable, attentive, and supportive. The mentors believed that good open communication formed the basis of a good mentoring relationship. Mentors are expected to provide guidance, support, encouragement, and pastoral care to both the learners as well as the beginner teachers. This is also in accordance with what Jones and Straker (2006) constitute as pedagogical knowledge. They maintain that the mentor's ability to provide constructive feedback enhances the mentoring relationship and builds feelings of trust between the mentor and the mentee.

Hudson (2004) maintains that mentors' personal characteristics should include supporting the mentee and good open communication skills. Jones and Straker (2006) also mention that the mentors need to use these factors to encourage the mentees to reflect on their teaching and instil confidence and positive attitudes in their mentees.

Ms T claimed:

I am expected to guide my student teachers and first year teachers that come into my department. I am expected to show them the ropes. I should provide support and assistance and try to motivate my student teachers to become better teachers that are interested in the lives of our children.

Mr N stated:

A mentor is a guide and a facilitator. Our role is to guide and ensure that learning happens. Allowing teachers the freedom to teach in a relaxed environment stimulates a natural level of learning which is exactly how we learnt our first words with our mothers… I prefer that method to the top down dictatorial approach, which is just not my style. People are inclined to teach better when it happens naturally and when they are free from intimidation and fear.

Mentoring, therefore, allows teachers and students (PGCE) to learn in a stress-free way. Mentors have to make sure that the learning environment feels natural, thereby fostering a learning culture, which should stay with the mentee forever.

Mr N considers mentoring to encompass full open communication, and good listening skills:

Be a good listener! People love to complain and a mentor must listen and be the voice of reason when needs be. In addition, one must lead by example – if you expect hard work, then you must work hard yourself. Also, teach them by example. Being open and free makes people feel the need to please rather than rebel.

Mrs K, Ms T, Mr S, and Mrs R spoke about the personalities of the different mentees and learning to adapt, and forming good relationships. When there are personality clashes, factors must be put into place to solve the personality conflict so that the situation does not get out of hand. Hudson (2004) maintains that mentors who do not display supportive and positive personal attributes disadvantage the mentees' confidence levels. Mr S pointed out:

You never sure you going to get along with that personality, and there might be clashes in personality and then you realise, we don't get along. Things just don't work out completely and you need to get them on board, on your side, before you get them on board on the

children's side. This makes it difficult for me in a sense. I am not so very great at people skills, but I try, but that is the part for me that make me not so confident.

Mr S was very confident in saying*: "I always feel to get along with a person then you tend to get more mileage out of them than when you don't get along."*

Hudson (2004) emphasises the importance of personalities, that mentors and mentees need to be comfortable talking about their teaching practices, and that the mentor's personal attributes encourages the mentee's self-reflection and instils a positive attitude. Allocating skilled and proficient teachers to lead and support beginner teachers offers invaluable professional development for beginner teachers and student teachers.

The development of a good mentor-mentee relationship and open communication, and allowing mentees full autonomy becomes an advantage to mentees. Jones and Straker (2006) state that mentors need to have good communication skills, they need to be patient and be empathetic to the situation on hand. Their views link with this study, as they believe the provision of pastoral care is an essential element in the mentoring process. Mr S affirmed this:

Get to know them then you get to influence them in a better way than when you are just another teacher. Then they always know they can count on you, because, I mean humans don't live on an island on their own, their own 'one man island'. You teach them to be around other people, so that when they leave they going to encounter different people and situations.

Mr N's point of view is similar to Mr S's:

So my understanding as a mentor would be to actually steer a teacher into the profession and to show them the ropes, as in the every day-to-day running's of a school and how to be a proper teacher that does everything right, that cares for the children.

Confidence is a factor that most mentees lacked; therefore, it was an aspect that the mentors had to help them develop. Mentors became aware that only with time and practice were the mentees able to gain confidence. According to Hudson (2004), a high level of confidence needs to be instilled in the mentees to enable them to be successful and confident. The positive role that mentors play impacts on the confidence levels of the mentees. Mrs K explained how she made the most of her mentees' strengths and enhanced them. Mr S

fostered their confidence by concentrating on the qualities of their teaching that they surpassed in. He stated to one of his mentees: "*That was an excellent lesson! I never thought about teaching that particular topic in that manner and using that approach. Well done! I would like to copy your method in the future; the learner's seemed to have enjoyed your interpretation.*

Hudson (2004) links directly to this study by implying that by a mentor instilling confidence in their mentees they are building a more positive attitude between themselves and the mentees as well with the mentees and the learners

Jones ans Straker (2006) claim that mentors pedagogical knowledge is about good mentors having a grasp of the most effective approaches and methods they should use at specific stages of their mentees' growth to convey their knowledge, skills and expertise. For example, in the early stages of the mentees' development, mentors should know that they need to use apprenticeship based strategies such as co-planning and team-teaching to build the mentees' confidence, but in the later stages effective mentors use co-inquiry and reflective practices to establish collaborative partnerships. This is reflected in Mrs R statement:

As a mentor, you need to be motivational, constructive, and helpful, to be professional in your role.

Most mentors believed that in order to mentor effectively there needs to be a sound mentoring relationship between the mentor and mentee. Teachers who are specialists in their field and in classroom management and who have a knowledge of teaching, i.e. knowledge of the subject matter, knowledge of the curriculum and knowledge of appropriate teaching methods, are not always the most appropriate people to be chosen as mentors. In order to provide quality pastoral care the mentors have to meet all the needs of the mentees including emotional needs and professional development. Sound social skills are required in order to have a beneficial mentor-mentee relationship.

As stated by Ms T:

A good mentor must have good values. A good mentor should know the type of relationship that is needed to be able to interact with her mentee.

Hudson (2004) believes if mentors take an interest in the mentee's preparation of lesson plans and provides on-going support with positive feedback and practical guidance, the mentee's confidence levels will increase. However, those mentors who do not provide support and positive feedback may decrease the mentee's confidence to teach. Mrs K affirmed this:

You should know about forming relationships. You should also get to know your student teachers, their shortcomings, so that you are able to develop them. Know the importance of constructive criticism, not only finding bad, but also highlighting the good.

The mentees were accepted into the school community, were treated as permanent staff members, and were fully involved in the life of the school. In order to meet the emotional needs of their mentees the mentors ensured that they were informed about the rules and regulations, ethos and culture of the school and were properly socialised within the school context. Jones and Straker (2006) categorisation of pedagogic knowledge for mentoring focuses on the social nature and emotional proportions of the mentoring relationship.

The relationship between mentor and mentee either becomes stronger over time or weakens drastically. Mentors draw on their knowledge on mentee needs and are able to help mentees in this respect. Good communication and respect and hard work were a few of the aspects the mentors felt formed the mentee-mentor relationship. They stated that one of the main elements for promoting productive mentoring relationships was to treat the mentees with respect and they expected to be respected in return. Mrs K established her respect for her mentees by deciding to share her knowledge in a non-judgemental and open manner. She abstained from always offering guidance to her mentees and she provided feedback in a constructive manner, providing suggestions and the way forward so that the mentee could further develop.

Jones and Straker (2006) maintain that pedagogical content knowledge is related to the techniques that mentors use when they are working with their mentees. Mrs K did not overreact when mentees did not perform – she is aware that learning to teach effectively takes time and experience. She understands that mentees are at different stages in their teaching careers compared to her and they only develop their abilities over time.

Some mentors indicated that to carry out their mentoring role, they had to be assured and confident in their own position to hand over their classroom to another individual. For

example, Ms T showed that she develops a system based on belief and trust with the mentees and by recognising their strengths and weaknesses, and she uses these qualities to her best advantage. She also explained her views on her relationship with mentees and that she was not "babysitting" the mentees:

They need to know that I cannot do everything for them; I need to be able to baby them at the beginning and then let them learn to crawl before they learn to walk and jump…letting the mentee find his own feet and learning from his mistakes.

Mrs K agreed:

After their first teaching practice, my guidance to them helped so much because some of them just did not know what to expect, some of them just went in thinking that the teachers are going to do everything for them.

Mentors Mrs R, Mr S, and Mrs K all used the "sink before they swim" method while others "babied" mentees until they were fully ready. Each mentee grows at a different pace and they have to be guided through this process fully, as Mrs K claimed:

You can't have a student scared and nervous and not knowing what to touch and what not to do. You need to make your classroom a shared space were whatever resources you have, you are able to share it with them, because they are teaching for that amount of time, so they need to be relaxed, they need to perform at their optimum and they need to learn as much as they can.

The mentor teachers claimed that they used pedagogical knowledge according to Jones and Straker's (2006), and they suggested that the approaches mentors engage in when working with trainees and recently qualified teachers to encourage successful mentoring must be creative and meaningful. They believed that the building of a mutually trusting relationship was imperative to good sustainable mentoring relationships. The mentees' professional and personal growth is facilitated when opportunities are created for an individual's self-esteem and confidence to be developed through a process of support and counselling and mentors acknowledge that sound mentoring relationships are built on fostering equality, respect, trust, and patience.

Knowledge of working with adult learners

All the mentors were unanimous in their thoughts on how to approach mentees when they were teaching. They believed that mentees were adults and needed to be treated in a fair manner, without humiliation. They also believed that a good mentor must know how to work with adult learners, and they said that they drew from this knowledge base when working with novice teachers. Jones and Straker (2006) stated that building and maintaining trusting relationships with their mentees was imperative, but they also emphasised that mentors need to communication their experiences with their mentees on a daily basis, and remember that they are working with adults in a relationship of equal status.

Jones and Straker's (2006) pedagogical knowledge is concerned with the general principles and concepts involved in teaching, with a particular focus on working with adult learners, whilst Hudson (2004) states that effective mentors would articulate exactly how they plan for their teaching, do accurate timetabling and plan lessons for their mentees. He emphasises the need for resources and appropriate teaching strategies to deliver lessons. In addition, the mentee's content knowledge needs to be in line with the curriculum and the mentor's job includes supporting the mentees in classroom management and discipline.

Furthermore, the mentor needs to be able to guide the mentee on the use of appropriate questioning skills, for example, higher-order and lower-order thinking, making use of Bloom's taxonomy and using these skills in the setting of worksheets and assessments. Hudson (2004) notes that mentor's with specific pedagogical knowledge can more effectively improve mentees' practices.

All the mentors exhibited the following three characteristics in their mentoring roles: guide, director and motivator. They used these characteristics to aid mentees in forming strategies that helped them improve in their classroom management skills. The mentors specified that in conducting their roles they had to be confident in their positions and be willing to trust. Mr N believed that trust formed the basis of the mentee–mentor relationship, which enabled the mentee to approach the mentor when they needed assistance. Similarly, Mrs M felt that in order for mentees to develop, they had to be trusted to grow, and make mistakes and learn from these mistakes she states:

They are adults, they need to be left alone in the class; they need to know how it feels to be the teacher and not to have somebody watch over their shoulders. They learn with time and experience but they must be given that trust and opportunity to grow. Even if it they struggle they need to experience it.

Mrs K also noted:

As a good mentor, I must also be able to pick up when mentees are struggling and provide guidance. I must also be able to pick up when the mentees' egos are too huge, which is hampering their teaching because they are not relating to the students, which is causing a rift between the mentee the mentor and the class. This usually occurs when adult learners are of the thinking that they do not need assistance and they have the ability already to teach.

Similiarly, Mrs R believes that to be a good teacher you have to develop different qualities as she states:

I think being a mentor is someone who assists a student to learn how to be a good teacher. Guiding them, teaching them techniques of teaching, also to help them be confident teachers. However, I believe that a one on one relationship is also appropriate, as the student teacher is an adult.

Mr S maintained that he tried to make his mentees aware that teaching was "*not all roses*", that there were many daily challenges that teachers faced and he wanted his mentees to experience "the good and the bad of teaching", so that they would not misinterpret situations as only being positive, he wanted to them to experience both the disadvantages and the advantages of the teaching profession.

He stated:

They have to be left to their own devices, they must learn to "find their own feet", they "must" be left alone in the classroom because they need to know what it feels like to be on their own, with the children on their own, with no one to help them with discipline and correcting their mishaps during the lesson, they need to learn to cope on their own.

Jones and Straker (2006) indicate that mentors assume that knowledge about social skills are vital factors in the mentoring role. Jones and Straker (2006) also believe that a trial and error approach works favourably with adult learners, as they need to be left alone to reflect on their practice.

Similarly, Mrs R felt that her ability to trust the mentees was also significant to their development.

They also need to be left alone in the classroom without me because they need to know how it feels to be the teacher and not have to have somebody watch over their shoulder. Even if it does not work or they struggle, they need to encounter those situations.

Jones and Straker (2006) maintain that mentoring in pedagogical knowledge is involved with the principles and perceptions that concern teaching, with specific attention to the knowledge needed to work with adult learners (andragogy). When mentees underachieved, Mrs R did not overreact because she is conscious that learning to teach takes time. She understands that the mentees are at a different stage in their professional development compared to her expertise and mentees only develop their ability with time.

This is the stage when mentors are developing strategies on how to support and guide their mentees. Mentors are based in their classrooms with the mentees; the mentees effectively enact the mentorship role. The mentors highlighted the importance of cultivating positive mentoring relationships to meet the emotional needs of their mentees. They demonstrate, when working with adults that they draw on knowledge that is different to that required for their other teaching. Jones and Straker (2006) believe that in order to work with adult learners mentors need development counselling and mediating skills, particularly when they encounter uncooperative behaviour. The data uncovered that mentors emphasised, that in order to perform their mentorship role they required certain abilities such as listening attentively, providing constructive feedback, perceptiveness, sincerity, accessibility, compassion and patience.

A summary of the findings indicates that mentors have a distinct understanding that successful mentoring is based on the recognition of their mentees as adult learners and being of equal status to them. Therefore, good mentors would use appropriate interpersonal skills that enrich collaborative learning and teaching. The mentees' professional and personal growth is developed when their self-esteem and confidence levels are developed through appropriate support and guidance. Mentors realise that a healthy mentoring relationship is built by nurturing equality, respect, trust and patience. Jones and Straker (2006) refer to the specific types of knowledge required to work with adults as pedagogical knowledge. The skills required when mentoring adults are different compared to those needed when dealing with learners. For a good mentor-mentee relationship, the following qualities were recognised by the mentors: being tactful, subtle, and sensitive, having a good understanding of people, building trusting relationships, and fostering open communication.

Content knowledge

Hudson (2004) notes that pedagogical knowledge varies from subject to subject and lesson to lesson; therefore, mentors need to articulate this plainly to their mentees. He also maintains that the pedagogical knowledge of mentors needs to emphasise planning, timetabling, preparation, implementation, classroom management approaches, teaching approaches, questioning skills, and assessment methods. A mentor with specific pedagogical knowledge can successfully assist mentees in improving their particular subject practice.

Hudson (2004) claims that proficient mentors are able to suitably plan for teaching and they timetable lessons for their mentees, when preparation for lessons is done. Data analysis revealed that most of the mentors mentioned they used their own knowledge linked to their own teaching, which responds to the research question on what mentoring knowledge informs and supports mentoring practices.

Mrs K saw herself as a specialist in Business Studies and as a mentor, and through her specialisation she set out to lead and support the mentee. She describes a teacher's role thus: *"you should know your subject and content".* Ms T stated in this regard, *"I believe that you have to have excellent subject knowledge and as a mentor I use this knowledge to enhance my student's subject knowledge."* Ms T defined her role as a mentor: *"A good mentor should know her content knowledge very well."*

In identifying the type of mentoring knowledge, they use, mentors indicated that knowledge on subject matter is what guides the implementation of the curriculum and it was crucial to their mentoring roles. Jones and Straker (2006) assert that content knowledge refers to the knowledge base that mentors use as practising teachers. For example, all the mentors interviewed agreed that substantial subject knowledge and an understanding of the curriculum are needed for effective mentoring. Using her vast experience as a teacher, liaison mentor and university tutor, Mrs K claimed that it was imperative to acquire a complete understanding of subject content knowledge when mentoring student teachers and beginner teachers.

Many students lack content knowledge in specialist subjects, making it challenging for mentors to provide constructive feedback, especially to those students who are not open to criticism and who feel that they already have the required knowledge and are not willing to

be taught. Mrs R was most disappointed to notice that the knowledge that newer students were coming into schools with, greatly differed to the knowledge she received when she was at university.

The mentors were fully aware of the dynamics that they experienced in their classrooms; in terms of multiple intelligences, the teachers plan their lessons accordingly, what works for "high flyers" may not work for weaker learners. Therefore, student teachers and beginner teachers must be made aware of these differences in learners and plan accordingly. Lessons must be pitched at a level that is easy to grasp for all learners.

The mentors felt that students without sufficient subject content knowledge or with uncertainty about a subject should not be allowed to teach these subjects. They believed that the universities and technikons should be taking the responsibility to properly train and teach these student teachers the content knowledge so that they are ready to be in the classroom context. Therefore, it is imperative that mentors explain in advance to their mentees, the impact that knowledge of the subject and proper procedure can have on their teaching. The role of a mentor is to aid student teachers and beginner teachers to understand the subject matter.

Jones and Straker (2006) highlight the importance attached to training according to departmental regulations, induction and orientation processes in informing the mentors' knowledge base. They believe that there are benchmarks that are set by the DOE and this needs to be adhered to strictly, which is also in keeping with Hudson (2004), who maintains that the aims, policies and curricula are integral to any education system.

Preparation and lesson development

The data revealed that mentors considered it important to share their practical knowledge with their mentees to assist them with administration work and the daily duties of a teacher. Hudson's (2004) view is that effective mentors articulate how to plan for teaching by planning appropriately with mentees. The mentors believed they needed to share as much practical knowledge with the mentees as possible, to help them cope with the everyday practices of being a teacher. The mentors said they had to sit down with the mentees and show them "step by step" what is required of them, what needs to be incorporated into their

teacher files, such as lesson plans, work programmes, work schedules, resources, learner control registers for each lesson. .

Mrs K reported this exchange with a mentee:

On the morning of the lesson she would come and say, "This is my planning, but I don't seem to be able to finish all that I'm supposed to in that lesson, where am I going wrong?" Then I will say, "Have you thought about this, and maybe you should try something different?"

From the data it became apparent that the general knowledge mentors shared with their mentees relating to teaching, varied according to classroom management and planning skills. The mentors agreed that good mentors offer guidance to beginner and student teachers on good discipline strategies that allow for better classroom management.

The mentors took their pastoral role seriously by implementing measures that promoted the perception amongst the mentees that they enjoy an equal status with all staff members. The mentors achieved this by warmly accepting them into the school community and inviting their participation in various school activities.

Mr S claimed *"it can be easy things like how to prepare a worksheet"* and Mrs M stated: *"I show them exactly what documentation needs to be in a teaching file and the various sections, class registers, mark sheets, resources, notes for my different grades and the various types of assessments according to the protocol document."*

Mrs R noted:

Planning is essential. It allows everything else to fall into place. With adequate planning you will find less discipline problems, learners are kept busy for the whole lesson.

Ms T affirmed:

A good mentor needs to know that they need to be organised. If I walk into the classroom not knowing what to teach, my classroom is a mess and I do not know my content, what example will I be setting? I need to be a good role model and be organised for both my mentees and my learners.

Mentors play a vital role in supporting their mentees by helping them cope with the vast amount of administrative tasks. They show them how to manage these tasks and to prioritise, so that they are not under undue stress. Hudson (2004) claims that a mentor needs to check on a mentee's content knowledge to ensure that it aligns with the system requirements, allowing for adequate preparation to be done, so if problems do arise the mentor is able to assist in explaining how to solve them. Mentors need to make mentees aware of the different circumstances that they may encounter within the school context, from ill-discipline in the classroom, to administrative duties, even to "first aid encounters". Mentors need to show mentees how to deal with these situations in the best possible way.

Ms T and Mrs R confirmed that good organisational skills and knowing the rules and regulations of the organisation is of great importance to aid teaching. Mrs R stated:

I go through the rules and processes about what is expected and prepare them for unforeseen experiences. They must have contingency plans in place, showing them and putting them in all situations.

Mentees who are not properly supported and guided find it difficult to balance their personal lives and work pressures. Mentors play a vital role in supporting their mentees to manage the amount of administrative duties by showing them how they prioritise tasks. Mr S was very positive about his role as a mentor and asserts:

I suppose a good mentor will know their theoretical part, being teaching theories, have a good background of what a good teacher should be doing, academically they should be sound, for example, I mean, a mentor teacher should know the basic things.

Ms T discovered that sharing her knowledge about assessment techniques was essential to her role as a mentor. This is apparent in the quotation below, which recounts her assessment practices. She said:

Mentees need to know good assessment techniques, when they are setting different types of assessments they need to be fair to all learners and take the different type of intelligences into consideration. Many teachers now copy exams from other schools or off the internet. Is it fair to their learners in their classrooms?

Jones and Straker (2006) maintain that their planning, delivery of lessons, establishment of stable relationships with mentees and mentee support boosted their own confidence levels,

which aided in their mentoring. Effective mentors have the ability to articulate how to plan for teaching, by proper timetabling and preparation for their mentees. Therefore, preparation for teaching needs to be discussed in detail between the mentor and mentee, which aids the mentor in building substantial relationships with their mentees, and this, helps them build the type of knowledge base that is required in mentoring.

Classroom management skills

Mrs R explained that she used her personal experiences within the classroom context to show her discipline methods, explaining that firmness, but also fairness to all learners is needed with no favouritism:

You have to set your own rules in your classroom, you can line learners up outside, or you get them in immediately. You wait until everyone is standing quietly before you greet. You establish the control and discipline in your class, and it becomes easier to maintain. Once you have lost discipline it is quite difficult to regain it.

Hudson (2004) maintains that a mentor's personal qualities are used to encourage the mentee's reflection on practice and confidence and positive attitudes are instilled in the mentee. Mr S takes a strict approach to mentoring his students. Instead of always stepping in to help with discipline he expects them to acquire their own skills to be able to cope in current and later situations.

He stated:

What goes with discipline is you knowing what you are teaching. Your content, your subject knowledge must be good because then the kids realise that "you know what you're doing" and it's only those few silly ones that are going to put you through the mill because you are new. However, if you know what you are doing, definitely you will have success in classroom discipline.

Mrs K shared her thoughts on how she is able to communicate her subject content to her learners while maintaining discipline. Teacher have to learn how to multi-task in order to be able to have full classroom control. She stated:

When learners are deciding to have their own conversation during a lesson, I will stop the lesson and walk up to them, and ask them if they would like to take over the rest of the lesson, this usually sorts the problem out immediately.

Mentees need to be able to develop their own methods of dealing with classroom management. Many of the mentors have stated that it took them a while before they learnt to control their classes and teach at the same time. It comes with experience and trying out different methods. In order to have good discipline, the following aspects must be in place: good planning of lessons, good organisation, and punctuality. Mr S explained: *"There is no real good formula for classroom management, it really boils down to the mentee wanting to actually take control of the classroom themselves because if they don't want to take control, they never going to learn how to discipline a class."*

All mentors were of the view that full discipline should be maintained at all times. They believed that by having a substantial understanding of curriculum knowledge discipline can be maintained in the classroom. Mr N asserted that he is able to communicate his subject content to his learners while also maintaining full discipline in the classroom:

Children are children and they will do anything to get out of doing work or wasting time. Therefore, it is up to the teacher to make sure that all learners are always involved and no learner is allowed to slacken at any time during the lesson. This also helps you to maintain discipline because learners are also aware that you are aware of every single one of them, by walking around the class, by randomly asking anyone a question, or asking to see their resources, it keeps learners on their toes, with fewer discipline problems.

Mr S spoke of his personal experience of not being able to manage a classroom situation when he first started teaching, and only by taking the first steps to remedy the situation on his own did he really learn. He fully believes in allowing mentees as much autonomy as possible. He recounted:

I remember when a teacher used to sit in my class and help me with the discipline. Eventually I said to myself that this is never going to end, they not going to and they never going to respect me as a teacher! Until I took control of the classroom, only then did it work out perfectly. I didn't need assistance anymore.

Mr S noted his method for training mentees on how to grasp good discipline skills:

I generally sit in for five lessons, I'm there to help with class discipline then I leave them on their own, and then I come back after and see if they ok. I ask them if they noted individuals. Did you write them down? Did you make an effort to punish them yourself or are you only reporting them to me? Then they are going to respect me not you.

Mrs K and Ms T both concurred that learners are children and if they are kept on too strict a rein, this could cause unnecessary conflict and discipline problems within the classroom. Therefore, learners must be given some leeway some of the time, but not always, for example, quiet discussions amongst themselves while they are doing their work, instead of absolute, rigid silence. Mr S illustrated this in the statement below:

I suppose you give them the basic. I remember when I first started it was, I should have classroom rules, and then I realised that it didn't always work and, I say you learn by doing it.

The mentors believed that their teaching styles varied, as did their discipline styles. Mrs R stated that, "*Mentees must have their own style of disciplining learners*", "*What works for me may not work for anyone else.*" Therefore, she encourages her mentees to try out different methods and see what works for them.

A summing up of the data presented suggests that mentors mainly draw on their teaching knowledge, skills and expertise when supporting the professional development of the mentees. The data also reveals that mentors draw on the various categories of teacher knowledge when supporting their mentees.

Induction into the school context

Mentors also mentioned that they used their knowledge of the school context to mentor novice teachers. Effective mentoring demands that mentees engage in activities that ensure they are made to feel welcome, secure and accepted. Their participation in the activities arranged should facilitate the gaining of insight into the ethos and the culture of the school context. Jones and Straker (2006) maintain that the context knowledge is related to the broader social, cultural, and political context within which the school is entrenched.

The context of the school can have a huge impact on the mentees' well-being and stability. The findings showed that mentors ensured they planned and performed actions that enabled the placement and induction of the mentees. This promoted the mentees' understanding of the culture and the ethos of the school and facilitated their move into the school environment. Jones and Straker (2006) confirm that every teacher or every mentor is different and the

context that they are placed in differs – each mentee has to be assessed individually and according to their individual needs. Mr S affirmed this:

You see if you are a student teacher and you never been in an ex Model C school, the culture is completely different from townships schools and sometimes what they really struggle with is the different 'accents'. You see children from ex Model C schools laugh at the student teachers that have a very strong African accent and then that obviously makes it difficult in coping with the environment they in.

Mrs K noted this about mentees:

They struggle to involve themselves in the life of the school; they usually like to clump in groups and not talk and interact with the other teachers or even get involved in extra murals.

To nurture a positive mentoring relationship, the following needs must be met: emotional and physical needs, being informed about the ethos and culture of the school and being properly socialised into the school context.

Mentors revealed that the relationship that developed between mentors and mentees is different from that between teachers and learners. Jones and Straker (2006), in their classification of pedagogic knowledge for mentoring, places emphasis on the relational nature and emotional aspects of the mentoring relationship.

The mentors, taking their pastoral role seriously, made sure that all mentees were fully incorporated into the life of the school, making sure that they were treated as full time staff members by the whole school. Jones and Straker (2006) state the aim of mentee training and orientation is to advantage the beginner teacher, the school, the pupils, the profession, and society as a whole.

A challenge that many of the mentors experienced was that they were given mentees without their prior knowledge and they had not planned for the encounter. This was described by Mrs M:

I was just told I'm going to get this girl that is coming in and then I was not briefed on what I needed to do, this is my role and this is your role and this is what we are going to do.

An outline of the results shows that mentors must have an individualised perception of a good, successful mentoring practice to improve mutual learning. The mentor needs to foster

open communication, honesty and respect to enable the relationship to blossom. Hudson (2004) claims that mentors who do not demonstrate supportive and encouraging personal characteristics may hinder the mentees confidence to teach.

These findings propose that the participants are fully aware that mentees who are less self-confident about their teacher knowledge need more support until they become more self-confident to work on their own. By providing them with the appropriate support and guidance these aspects can be achieved. The mentors made sure that their mentees were fully incorporated into the school environment and that their role as pastoral care givers were taken seriously. Jones and Straker (2006) assert that mentoring needs to take into deliberation the social, cultural and political environments within which education is entrenched.

4.3.2 WHERE DO MENTORS ACQUIRE THEIR MENTORING KNOWLEDGE WHEN MENTORING NOVICE TEACHERS?

This section presents the data collected on where mentors acquire their mentoring knowledge. Jones and Straker (2006) maintain that, to fulfil their mentoring roles, the sources identified include mentors' early training, professional practice, and practice as teachers, relationships with colleagues, mentor training and development, continuing professional development, research and interaction with schools, universities and colleges.
The mentors who were interviewed claimed that they acquired their basic competence for mentoring from their experiences over the years, from their training at university/college level, and most of all, from collaboration with colleagues. This formed their main sources for the knowledge, skill, and proficiency used in their work with student and beginner teachers.

Mentors' personal experiences and collaboration with colleagues

The findings showed that mentors also acquired knowledge about their mentoring roles within communities of practice by sharing their knowledge and expertise. The mentors acquired knowledge by interacting with other mentors inside and outside the school. Ms T conveyed her gratitude for the support she received from her liaison mentor.

The data uncovered that mentors acquired knowledge for mentoring by interacting with other mentors and fellow teachers within the school, at marking centres, in cluster meetings, among relatives, and roles within communities of practice by sharing their knowledge and expertise.

It was evident that Mrs M acquired her knowledge for mentoring from her interactions with other mentors and teachers at her school. She used the information gained from them to enhance her mentoring and this enabled her to enhance her support for her mentees. Mrs M's gratitude for the guidance and support provided by her mentor teacher in her first year of practice teaching is explained here: "*my liaison mentor was always so accessible, whenever I needed advice, help; she was a real mother figure to me. She made my first experience so memorable and informative.*"

Collaboration was evident from Ms T's statement:

I have learnt from my colleagues because I know, I don't know everything. I have learnt from watching my fellow teacher. I have learnt when I visit teachers' classes for IQMS. I have learnt by just passing teachers' classes and peeping and seeing how they do things. I have learnt from teachers, just from conversations that I have had with them. I learnt how people do things in classes; I learnt that my style of doing things is different to how other people may do things.

Jones and Straker (2006) states that "professional practice and experience" is what mentors rely upon in order to mentor their mentees. The findings of the study reveal that the mentors drew on their personal experiences as mentors to inform their mentoring practices. Mrs K indicated that her experiences with mentees played a major part in her role as a mentor: "*One's experience, sharing information/resources with a student, that's when you learn what students need.*"

She declared:

After more than 20 years of teaching and mentoring. I have gained in confidence, I am fully in control of any situation within a school context, and that only comes with time and experience."

Mrs K expanded on her confidence levels and how it has helped her in her teaching and mentoring:
It's good that I'm a teacher first before I'm a mentor, so I can take that experience, and also my 24 years teaching experience helps and the type of school that I'm in helps, because I'm

able to give them the worst case scenario and I'm able to prepare them for the best case scenario when they go into the class room for their teaching experience.

She also stated:

You are always a mentor, you never ever stop mentoring, it is life-long, it doesn't matter how old and experienced you are, you still always need a 'go to person'.

Mrs K, Mrs R, and Mr N all showed that they draw on their personal experiences as mentors to benefit their mentees' performances. Ms T showed that her personal experience was an invaluable source for her mentoring when she shared the following information:

No one taught me how to be a mentor; it came from my experiences in helping out mentees during their practice teaching. I was asked to liaise for a short period between my school and the university.

Similarly, most mentors mentioned that they obtained understanding of mentoring practices through their experiences as mentors. Mrs R declared that her memories of her student teaching experiences have had a great effect on her current mentoring role, "*I hated my practice teaching! Now I make sure that I don't do that to my mentees.*" Because of her bad experiences, she is thoughtful of the needs of her mentees. Mrs R stated: "*When I was doing my teaching practice, my mentor would just say, 'you will be teaching this today. I will be in the staff room or I'm not coming in today.'*"

In their role as liaison mentors, Mrs K and Ms T both drew upon their own experiences as mentees to help them enhance their mentoring programme.

Ms T confirmed that her years as a student teacher had an intense influence on her current mentoring practices with the mentees:

My teacher knowledge has come from learning to teach during my teacher training college years and during those years we were sent out to teaching practice and we were told that if we failed teaching practice we would have failed the year. During those teaching practices, the mentors I had were amazing and they helped me understand, they motivated me.

Ms T described her positive experience of being mentored:

I had excellent mentors when I was a student teacher. My experiences were good, my mentors took me through the school rules and regulations, and he made sure he gave me space to

develop on my own but he always made himself available to provide help and guidance. Through this guidance, I have learnt different methods on how I should mentor.

Mrs M described her experience:

I had no training, not even with the university or my HOD, I have used the guidelines provided by the universities and used my teaching practice experience. The school also did not offer me help or guidelines on what to do.

I only became confident by trying out new ways on my own, by making mistakes and by learning and by making improvements on a year-to-year basis that is what makes me confident. I also attend cluster meetings and I have learnt the proper ways of marking and setting papers and analysing questions, which has made me more aware of what I should be doing and by showing others how to do it.

Mr N described his early experience:

We did not really have mentors. We were told that this is what needs to be done and we had to make our teaching work. There was support in terms of work being given to us by co-ordinators. People offered advice and allowed me to grow and develop without a dictatorial approach, which I really appreciated. I feel that being in a Model C school, with its relaxed approach to teaching and uncontrolling staff (unlike some schools…) I really benefitted from that approach. I enjoyed the autonomy and the ability to grow in a natural way. As a result, I worked hard to establish myself.

Mrs K and Ms T acquired a vast amount of experience and skills from their mentors. They have used the information the mentors imparted to them to enhance their own mentoring practices and to improve their support for the mentees. Mrs K said the following in this regard:

Sources come from what I pick up from other teachers, reading, and learning from each other. I pick up a lot from my colleagues at school and from just family relationships, sources come a lot from there, and the type of values that you have at home. It comes from church, from scriptures. It is all those little things that you pick up from reading, from a quote, from speaking, from chatting to people at cluster meetings.

The participants claimed that mentor roles also change, you move between being a mentor and a mentee, a mentor is a person that guides, directs behaviour, teaching experience. Mrs K asserted that student teachers' capabilities differed greatly from teaching practice to teaching practice. She also stated that it requires more effort by the mentor to guide mentees now than it did before. Mrs K spoke about her own experience when she was just a beginner

teacher being mentored: she states *"you find that many beginner teachers also may have the same sentiments."*

You are feeling young and you don't want to look like you inadequate, you don't want to look like you don't know things and so you just in there acting like you know and staying quiet with what you don't know and you got to just learn to start growing and empowering yourself, and that's what I had to learn, Eventually you develop your personality, and eventually you develop your confidence and I had to do that on my own, but I also did that by slyly observing other people and listening in the staff room and people would just talk and about how and they did this and that. It was more indirect mentoring and picking up and learning as you went around.

Mrs K stated:

I learnt how to be a mentor by being placed in that mentorship role and just by learning as I was going and improving with each new student that came in.

Collaborative partnerships are needed for a good understanding in the relationship between a mentor and mentee, argue Awaya et al. (2003). Methods of mentoring signify that mentoring does not only concern passing information down to the mentee, but they indicate the need for collaboration with a group of individuals, and to impart as much valuable information as possible to mentees. Mentors are able to build on each other's strong points and capabilities to be able to support their mentees.

When I asked the participants where they learnt to be mentors, they mentioned that they acquired knowledge for mentoring by networking and collaborating with mentors inside and outside the school. This was evident from the response of Mr S, who expressed his appreciation for the support rendered by the liaison mentor at his school. He said, "*She has always been accommodating, and always made herself available. She makes it easier for us to work with the student teachers instead of only handing them to us.* "The participants mentioned that they learnt to be mentors from other business studies teachers, who were also mentoring student teachers. Ms T spoke about learning mentoring and teaching techniques within the school context as she states:

I have also learnt from my studies over the years and doing my various courses. I have learnt from my experience as a matric marker where I have learnt how different schools do things, how different types of teachers do things in their schools. You gain a lot of knowledge and skills from marking sessions; you learn the expectations for your subject area. I relay this

information to my mentees, who are then kept on track with the latest curriculum developments.

All six mentors interviewed placed great importance to their experiences of being a mentor and a teacher; they drew on this knowledge as their highest level they used in their mentoring relationships. Mrs M, who is a fairly new mentor, has only mentored for two years, pointed out, *"Only with the help of my colleagues and observation did I slowly learn what is expected of me."*

The findings of this section are similar to the findings by Jones and Straker (2006) in respect to the areas of knowledge which inform mentors' work. The mentors drew on their personal experiences and collaboration to inform their practices when working with student teachers. All the mentors articulated the belief that their experiences, past and present training as mentors, and collaboration with other mentors and colleagues, provided them with the core sources of knowledge, skills and proficiency that they used in their mentoring relationships with mentees.

4.3.3 STRATEGIES USED IN MENTORING

This section presents findings that answer the third research question about the strategies business studies teachers use when working with their mentees. The data showed that the mentors used three main strategies that can be categorised as follows: mentor modelling (classroom experiences, classroom management strategies, observation of lessons, observation of experienced teachers, sharing resources); observation and feedback; and teaching strategies and techniques. These strategies concur with those mentioned by Jones and Straker (2006), who say that modelling is good practice, and the most useful techniques when mentoring are providing feedback, encouraging self-evaluation and observation of mentees. These strategies also accord with the mentoring strategies mentioned by Hudson (2004), who mentions that the teacher-mentee relationship is integral to teaching and demonstrating a positive rapport with mentees.

Mentor modelling

Hudson (2010) claims that modelling of teaching practices has significant influence on a mentee's growth, if they are integrated in real classroom experiences. He believes subject-

specific mentoring allows mentors to concentrate on modelling the distinctive features of that subject. That is to say the mentors who already know and understand their subjects in particular ways, show the mentees who are less experienced how they transform their teaching knowledge into different representations that make sense to their learners.

All mentors interviewed believed that mentor modelling was imperative when teaching mentees certain skills. The mentors allowed mentees the opportunities to observe lessons, and some even stated that they had asked their mentees to also observe other subjects so that they could gain a variety of techniques and skills. Their reasoning behind this was that not every teacher teaches in the same way and they could learn an abundance of skills from observing different teachers.

In the beginning of their mentee-mentor relationship, the mentors seemed to use a learner model of mentoring. Emulating of mentors seemed a reasonable way of showing mentees 'the ropes' of teaching. The mentees were able to observe lessons, team teach, and share in the mentors teaching resources such as worksheets and power point presentations to facilitate effective teaching.

Mrs K voiced her opinion that *"In order to gain confidence I allow my students to observe me for at least a week or until they feel confident enough to try it out on their own."*

Mrs M asserted about a mentee: *"She did everything exactly as I told her, even the things that I said, because she observed me with one class and taught it to my other class."*

However, Mrs M felt that allowing her students to find their own method first, before she guided them, worked better for her. She stated:

I didn't tell her anything, she just knew the topic. She had the resources and so she planned the lesson and then I just jotted down whatever I thought she was doing wrong in terms of the curriculum, when she went off on a tangent and I let her do that for two lessons.

Mentors need to be professional and ethical and they need to be a good role model for mentees to model their behaviour. They need to display good organisational skills and good management skills. They need to have a thorough grasp on classroom situations. They need to be a remarkable all-rounder. Mrs M states: '*This is the type of mentor that is worth modelling.*'

Ms T, Mrs K, Mr S, Mr N and Mrs M all allowed the mentees to observe their teaching practices and imitate these, which is a strategy that they find to be very effective with beginners. They find that these beginners will know exactly what happens during the lesson and follow the time management skills allocated for teaching.

Ms T maintained that by allowing mentees the opportunity to observe and emulate their teaching practices, they became more confident in their abilities.

I have always told my mentees that they need to take as much as possible from me, they are to use my knowledge and expertise as much as they can. That is the reason I am here. You may not want to copy my lesson, but there could be certain parts that you may want to use and adapt to your own lessons.

Additionally, the data revealed that some mentors shared their resources with the mentees to help them manage with the strains of teaching and to demonstrate what teachers planned for. Mentors often indicated that they also used collaboration as a strategy during mentoring. The mentors mentioned that they sit with their mentees and plan lessons when time allows. Mr S stated:

I always offer my students to do team teaching with them. I only ever had one student who agreed to do the team teaching, and so we shared a lesson one half and one does the other half so that worked in a sense.

Professional and ethical behaviour was one of the main factors that many of the mentors brought to attention. Mentees were expected to conduct themselves in a professional and ethical manner to fit into the school context. The mentors needed to make the mentees aware of the school's code of conduct, rules and regulations as well as the South African Council for Educators SACE teacher's guidelines. Mentors perform as "role models", which means that they have to conduct themselves in an ethical and professional manner. Mrs R and Ms T both concur with Mr S's views on dress code, for example:

I insist that they need to dress suitably (no jeans, revealing clothes) when they are at school. Learners take you more seriously when your attire is appropriate.

Mrs R and Mr S both agreed that dressing appropriately plays a part in the manner in which people may treat others. One sets an example to the learner's, so one also becomes a role

model in teaching them how to conduct themselves in a professional manner. Mrs R mentioned this about mentees: *"Their dress code is unacceptable; they do not know the do's and don'ts during practice teaching."* Mrs K stated about professional attitudes generally.

Professionalism, is lacking a lot in our classrooms that what's we need to bring back and so this is the next generation of teachers coming in, so they need to know that, as things are getting lax. They mustn't become lax because education is really so important and the job is so important, it not just a 9–5 job. This is a 'different kind of client' and so that's what we need to give back.

Mrs R also moved, in her comments, towards the notion that professionalism is of the utmost importance when it comes to teaching and mentoring and always carrying one's self in an ethical and professional manner, declaring:

I am always professional. Often students are with us for a short period, there is not much time to get to know them too well and I prefer to keep it professional, knowing their educational backgrounds etc. I also do not get to know my mentees personally. 'Work is work' and I usually only get close to my mentees if they are on the same wavelength as me. That is based on work ethic.

Mrs R stated that this approach has worked very well with her – people may take her as being unapproachable – but it has been proven that mentees have excelled under her guidance and support.

The levels of confidence within the mentors themselves have to be adequate in order for them to impart their knowledge, skills and experience to their mentees. Mrs K asserted:

I feel very confident and I think my confidence comes with experience, my years of teaching experience, and my personality and my subject matter. I know my content. I know my subject. It comes from just being a confident teacher and a confident classroom manager.

Ms T's views on confidence were as follows:

I am an excellent disciplinarian, and I know my subject content knowledge very well. In addition, when I do not know something, I make sure I find out. Because I know my stuff, I am also able to relay this information quite easily to my learners. I also try to keep abreast of the latest development.

Mr N stated:

I am usually confident about mentoring, but before I meet my students, I always get a bit nervous. I always wonder if what I impart to them will be enough. Will they learn anything from me? I always question my abilities.

The underperformance of mentees is always a disappointment. The mentors interviewed do not humiliate, embarrass, or insult them in front of the learners, but they are treated with respect, and are spoken to in a professional manner. The mentors all believed that no individual wants to be treated disrespectfully in front of another individual, especially not the learners that they are teaching. The mentees are at different points in their teaching careers compared to their mentors; mentees only advance in their abilities with experience.

Mr N recognised that when he offered guidance he took into account the experience of the mentees and he guided the relationship towards the objectives which were suitable to the main concerns of the mentees. Mr S also expanded on the importance of effective listening and good communication when providing constructive feedback. The support given and described reveals his role as a good mentor.

Mr S asserted:

My role is to give them an opportunity in classroom management, learn how to discipline, learn how to have a rapport with the learners.

I suppose as mentor one should also teach a mentee how to balance personal lives and schooling life, so that you don't spend more of your time at school, while your personal life is in tatters. And then you also have to balance extra mural activities and school activities.

Challenges, encouragement, and support were used by Mrs M and Mr S to bring about improved performances in the mentees. Mrs M worked collaboratively with the mentees to help them identify their weaknesses and their strengths. They pursued this direction since it forced the mentees to reflect on their practices and to work towards improving them.

Mrs K, Mr S and Mrs R showed that their personal experiences have played a vital role in their mentoring. Mrs K revealed that her personal experience as a mentor was a valuable source of information that governed how she performed her mentoring role.

Hudson (2004) asserts that mentors' modelling of their teaching practices influences a mentees development if authentic classroom experiences are encountered. He claims that

subject specific mentoring permits mentors to focus on modelling the unique features of their particular subjects. He believes that mentors must provide "hands-on" experience with lessons, display classroom strategies. The mentors believed that for appropriate mentoring to take place, modelling mentors practices is imperative, and from this modelling, the mentee can adapt this style and expand on its technique.

Observation and Feedback

Feedback is an imperative part of mentoring as it permits mentors to express in a suitable way their professional opinions of their mentees' development. The mentors all had similar views on how they provided feedback. They also felt that mentees needed to find their own methods of doing things, and copying theirs was not always appropriate. Hudson (2004) asserts that confidence can be instilled in mentees' behaviour by mentors providing constructive feedback. He believes that within the classroom context, the mentor needs to constantly review mentees' lesson plans and provide consistent, concise feedback timeously. Only after observing the mentees do mentors feel comfortable in leaving mentees alone; only then does the mentor hand over the reins to the mentee.

Ms T and Mrs K allowed mentees to plan lessons, which were examined before lessons were taught. Discussions were had and mentees were given the opportunity to expand on the skills, prior to lesson and then after the lesson to further support the professional growth. For example**,** Ms T stated:

Provide immediate feedback. The information relayed straight after allows the mentee and mentor to clear any problems that may have arisen during the lesson, while everything is still fresh in their minds. In addition, encouragement can be given straight away.

Ms T shared her insights of the lesson with the mentees by providing honest, constructive feedback and offering suggestions on how to improve their teaching.

A time for appropriate discussion is imperative. The mentors were unanimous about this point. They felt that having a "passing by" quick discussion in the corridors does not aid or support the mentee in any way. They felt that appropriate time should be set aside for meetings, which could be a non-contact lesson, at breaks, or even after school. This time should be allocated to guide the mentee through all their strengths and the weak points of the lesson and to provide honest, constructive feedback.

Jones and Straker (2006) argue that mentors need a comprehensive understanding of pedagogical content knowledge. Pedagogical content knowledge refers to strategies such as modelling, good practice and collaborative activities (feedback, observation and discussion) that mentors use to advance the mentees' capabilities.

Mrs K described her feedback:

I won't talk to them, there in the lesson, but I will just help them out, like along the way, so it just looks like it is a part of it. I say, "Yes, Miss you know, remember that, that and that…", so the children don't pick up, it's embarrassing for the student teacher, they floundering in front of me and its embarrassing that they floundering in front of the children. Once the lesson is done and you will sit afterwards. I say to them, "This is what went wrong…" sometimes the language barrier is a problem.

Ms T stated:

I always tell them not to take offense to my comments and I only will make comments because I want them to be the best teacher ever. I do not want anyone to find fault with their teaching.
Mrs R stated:

I believe that constructive criticism is needed. We all learn from our mistakes and we are not perfect in what we do and as a mentee, the reason they go to practice teaching is to learn. It is my job to motivate them and encourage them.

Hudson (2004) proposes that by observing mentees teaching, mentors are able to provide oral and written feedback to the mentee. Observation of a mentee's lesson is imperative; this is the opportunity when mentors can witness the mentees' capabilities. From this, they are able to guide them further. Mrs K stated:

If I feel that they not confident enough in the classroom and they want me to leave, then I will I tell them why I have to stay. Every student wants to be left alone, because it's just nerve wracking when there is somebody watching over you, so when I feel they are ready to be left alone then I leave them alone, and then sometimes also I leave them for one period and I will sit in the next period. I leave them more as they are in the class longer and their confidence levels increase.

Mrs R claimed:

I sit in every day until they become more confident with their classes and I usually sit in with the more difficult classes all the time. During observation lessons, I sit at the back of the class and I do not contribute. I only speak to the student after the lesson or as soon as possible. I do not believe in interrupting the student when they are teaching.

Mr S is vehement on mentee autonomy – he believes that mentees must be given the opportunity to grow and learn after he has given them sufficient support. He also believes should be available to assist. Mrs K also affirmed Mr S's views on support offered:

I sit with them and look at lesson plans, draw up the lesson, look at the content, give them my resources, let them come with their own resources as well. I insist that they discuss a lesson with me before they teach it, so that I see that there is relevance. That is because I also don't want to have to go behind them and re-teach, because it undermines them in the eyes of the children. I also tell them that I will sit with them for as long as I have to until I'm confident enough to walk out of the classroom and leave them with the children.

Mr S pointed out:

I sometimes encourage them to create their own work and then make sure they come to me and then we go through it together. I look at their line of thinking in creating that worksheet, and what are they expecting the learners to learn from that worksheet.
Mr N explained:

I sit down with my student on the first day showing them my own teacher file and tell them exactly what I would need from their file. Lesson plans must be given to me to check before all lessons so that I am aware of what you going to do and the standard of the work.

I make sure that they know the basics… of coming to school on time, dress code, marking of class registers. These are things that they need to know!

Mrs K mentioned her feedback:

I get very annoyed after observing a particular lesson that you have given so much of your time to help the student prepare for, as she is using all your resources, that you have worked so hard on and the lesson is not administered properly, even after practising with her. I find it difficult to communicate to the student her misconstruing the whole section and teaching wrong facts to learners: "I don't think you understand the topic very well even after I have been through it with you. There were no follow up activities with the learners, you have still only used my resources and none of your own.

Ms T spoke of how she positively handles feedback in a constructive manner:

I have found that after an observation lesson and I have written down points to communicate to my student. I ask this question first, "How do you feel the lesson went? What went right and what went wrong?" I find then that this opens up the conversation, allowing the mentee to respond openly, only after the mentee has provided their input do I go through everything that I have jotted down. I have found the mentee often raises the points.

Providing on-going support and assistance leads to improved performances in mentees' teaching techniques. The mentors often noticed that some mentees do not have any subject knowledge, or they have too much – that is, they are unable to relay the information to the learners – or they use too advanced language, which also affects the discipline in the class, because the learners are unable to grasp the information. Mr N stated:

Learners are too quick to grasp a teacher's inadequacies, and they pounce on those teachers like tigers, they walk all over them. In addition, when a teacher is properly prepared they are able to keep learners in check and teach at the appropriate level.

Mrs M and Mrs K drew upon the qualities of respect, trustworthiness and compassion to mentor student teachers and beginner teachers. Mrs K asserts:

Providing constructive, honest feedback is always the way to go. These mentees are there to learn from you. If you are not being honest and show them the correct way, how will they ever learn?

Similarly, Mrs R stated:

Honesty is always the best policy. If I was in their shoes, I would want to know exactly where I am going wrong. I want my students to be the best they can be.

Mrs K also added*, "My students are so responsive to my honest constructive feedback. I usually see improvement immediately."*

Hudson (2004) maintains that a mentor's willingness to provide constructive feedback contributes to instilling confidence in their mentees. He states that this requires mentors to review a mentees lesson plans in order to provide comprehensive and specific feedback. In addition, this allows a mentee to self-reflect on their own practice.

Jones and Straker (2006) points out the variety of strategies that the mentors are incorporating into their techniques of training student and beginner teachers. They believe that all mentors see themselves as "typical teachers"; they model good practice; they constantly provide feedback and discussion for their mentees. The mentors all concurred with Hudson and Jones and Straker in believing that constructive feedback and criticism will aid the mentee to grow in their abilities and confidence levels.

Teaching strategies and techniques

During the interview process, I established that the mentors had certain methods that they used when they mentored. They gained most of their experience from the number of years they have been teaching as well as from the number of years of mentoring.

Mr S believed that students also needed to be given full autonomy when it came to their teaching practice. He established that by giving student teachers autonomy, but also guiding them, helped his mentees to take responsibility for their role. In contrast, Mrs R and Ms T felt that they had to be fully involved in their mentees' teaching, to guide them continuously.

They felt that these students needed continuous guidance.This is illustrated by Mrs R:

Not all teachers have the same teaching styles and I cannot force a student to follow my way of teaching, but what I do is to explain to them to teach in ways that they would like to, and if they are not succeeding, then I can help them. They can use both teaching styles and develop their own which is best suited to them.

The mentors believed that their listening and communication skills needed further development. Mrs K noted:

I think that listening to their first lesson, taking down and making your notes and offering constructive criticism is important, and so I sit down with my students on the day that they come, and I let them know that we need to have a good relationship – we need to be honest; we need to be open. Please don't be offended. I'm going to criticise you sometimes, it's constructive, and when I criticize you, I'm also going to give you a strategy to address it. It's not going to be, where I'm shutting you down. It's going to be strategy.

Ms T stated her methods:

I ask them how long they would like me to observe for. I always tell them that they must go and observe other teachers in other subjects, as they will gain experience and different methods of teaching as well.

I will provide them with the resources that I use. I will tell them what my expectations are of them, and I ask them what they expect from me.

Mrs K also maintains she uses the following method:

You also are going to show them what you have. I never let them just teach a lesson. I always let them observe me. I encourage them not only to sit with me. On their timetable, I actually tell them to put observation and [say], "You need to show me how you have observed the accounting teacher, even though you are a BSTD teacher, and how you have observed the LFSC teacher, you walk into any lesson that you want to observe, you need to pick up different things from different people, and must leave here with a whole lot more than what you came with. I am not going to teach you everything!" I expect them to go around and observe other lessons.

The mentors all agreed that teaching is intimidating for mentees at the start. Therefore, Ms T draws on the level of readiness of the mentees and decides on the level of support. Ms T explained that during the initial stages of mentoring she tries not to bombard her mentee with too much information: "*I always tell my students to relax, not to stress, we take each day at a time, and it gets easier with experience.*"

All mentors believed, during the early stages of mentoring, that they need to support the emotional well-being of the mentee while encouraging them to work on their teaching skills. Unfortunately, the mentors had also experienced students who were either overly confident or not confident at all, and those who were not interested in being in the teaching profession, and they therefore had to have insight on how to deal with different types of mentee. In addition, to provide quality mentoring, mentors need to be aware of the level that the mentee is at in their stage of development. Mentors would then draw on knowledge that they would need to support the mentees' development. When mentees are skilled and confident about their professional roles and responsibilities, mentors draw on these strengths and allow them faster access to the classroom and independence.

These findings suggest that mentors are aware that mentees, who are less self-confident about their content knowledge, necessitate more mediation and support. Therefore, more intense mentor modelling is needed, as well as observation and feedback, until they acquire the necessary skills to teach on their own. The mentors mentioned that these skills only arise from on-going practice. The mentoring strategies and techniques are developed for individual mentees, as individuals learn in their own way. When the mentee has gained in confidence, then the mentors give them the space to develop on their own, but are also readily available to provide the support if needed. The mentors encouraged the mentees to engage in self-

reflection practices to promote their own professional growth and development. During the consultations the mentees are encouraged to evaluate their teaching abilities, the mentor assumes a guiding role and provides feedback on ways to expand and improve. The findings have demonstrated that the relationship between the mentor and mentee is based on equality. There is also a chance during the mentoring relationship, where the mentor then becomes a mentee and is able to learn from the mentee.

4.3.4 CHALLENGES ENCOUNTERED BY MENTORS

From the data, it was established that mentors are facing numerous challenges in performing their role as mentors. Haddad and Oplatka (2009) claim that not all mentors experience a pleasant mentoring relationship and mentors articulated disappointment when their expectations were not met, or when they became emotionally over-involved. They also felt that their energies were wasted on beginner teachers who did not have the aptitude to be good teachers. Among the indicated challenges to mentoring experienced by mentors, was the lack of interest on the part of the mentees, inadequate time management skills, provision of constructive feedback, dealing with heavy personal workloads, mentees' lack of curriculum and content knowledge, little or no guidance from tertiary institutions, administrative duties and insufficient training. In spite of all these challenges, mentors were still enthusiastic in enacting their roles as mentors.

A majority of the participants claimed that there was a gap between the mentees' knowledge of subject content and initial training at university level. The importance attached to the development of understanding subject matter of student teachers and beginner teachers is also evident in the competency levels of the universities and their level of knowledge that they impart to student teachers, for example, the PGCE programmes in preparing beginning educators.

The mentors constantly spoke of the poor work ethic of the students that they were now receiving as mentees. Haddad and Optlaka (2009) state that many mentors faced disillusionment, when it came to their mentoring, especially when their expectations were not met.

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Ms T complained:

They never have lessons plans done. They have a poor work ethic. Unfortunately, these students suffer because learners notice the behaviour and give them a hard time, and after you fill in the documentation from the university, they start staying away.

Mrs K had this to say:

I have faced students that don't plan, that are ill prepared for lesson. Students that come and just want all of your resources, they just teach the work that you have. Students that want to come and read from your notes, ask your questions, use your exercises and are just not authentic.

The commentary below emphasises the importance that mentors attach to communicating and feedback with their student and beginner teachers. Both the schools did not have a specific period that was allotted to mentoring. Even though the mentors encountered these challenges, they still allotted time for their mentees and had regular meetings. Tahir et al. (2016) claim that there are numerous limitations to mentoring, some including the inadequate training and preparation of mentors, but they placed great emphasis on the lack of time and busy routines of mentors. Mr S stated:

Time is never enough in the day. Sometimes I am unable to meet with my mentees straight after a lesson, and they have to wait until after school.

Many of the mentors also agreed that the students they had lately been receiving had been less enthusiastic on entering the profession – many of the student teachers mentioned that teaching is a last resort to finding a job. Mrs K stated:

You just have students that have to do their teaching practice, who may not want to be teachers. They don't like the teaching profession. They are really not passionate about teaching.

Mrs K, a very experienced teacher and tutor at the university, has used her teaching and liaison mentor skills to aid her in mentoring Post Graduate Certificate in Education (PGCE) students.

Tutoring in the PGCE means that you are also not tutoring teachers, you [are] mentoring teachers, because they did not start off wanting to be teachers; they started off wanting to be something or somebody else, to be in another profession.

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Lee and Feng (2007); Robinson and Robinson (1999) and Simpson et al. (2007) (cited in Hobson et al., 2009) claim that many mentors have reported increased and unmanageable workloads, owing to their involvement in mentoring. Mr N and Ms T both agreed that time at school is never enough to do all the administration, teaching, as well as mentoring.

Ms T stated:

As a HOD, I am incredibly busy being a paper pusher, teaching, running a grade as well. I am expected to mentor student teachers with no help. When the student is good, they are really godsent, but when they are bad, you have to be behind their backs and check up on them.

Haddad and Oplatka (2009) claim that mentors are frustrated and felt that they wasted their energy on novice teachers who did do not have the talent or the personality to become good teachers.

Mrs K noted:

I don't think they focus enough on the classroom and maybe that's because of the lack of teaching experience within the university, because they are not in tune with what's happening in the classroom itself.

With the lack of formal training in carrying out there mentorship role, the participants respected the efforts from the university in preparing them for their role by providing them with the comprehensive documentation.

Mr N stated:

It is a daunting document, but a valuable one. Going through it and adding in my personal experience with teaching made the terms and suggestions become more clear and digestible. Experience is the best teacher.

Unfortunately, Mrs K did not agree with Mr N's response, noting:

They[are] just surface documents and it does tell you how to fill it in. You find that each teacher will interpret it differently because there is a lack of proper guidance and so basic that you just interpret, so you find that my interpretation is long because I write a lot, somebody else, will just tick, or one words.

Ms T said:

The documentation that we are supposed to fill is so scant and inconsequential; that you never know if you are on the right track. How do ticks explain how good or bad a person really is?

Mrs R commented:

Documents are comprehensive, they do take a lot of time to fill in, with a minimum of three lessons to assess, and there are numerous documents to fill in as well as the follow up documents, which is time consuming, especially with our hectic workloads.

Haddad and Oplatka (2009) assert that some mentors express disillusionment when mentees that they are attached to reject their expertise. Because of Mrs R's negative experiences as a student teacher, she is sensitive to treating the mentees with respect and fairness:

In this one school, the mentor used me to set tests, mark projects after that teaching practice; I did not want to practice again. There was no assistance, no positive criticism, or help. I had to do all her work.

Ms T also had similar experiences, which she found demotivating as a mentor:

They struggle with content knowledge and relaying the university level information over to the students, they struggle to 'water' the information down and bring it to the level of the learners.

Mrs M claimed:

One of the issues encountered was the language of learning and teaching in the classroom context and the learners understanding, and grasp of the English language.

Mr S stated:

Some students thrive within the township school environment where they can now and again talk in Zulu and explain something in Zulu, and in our school, where everything is… it's completely difficult. Some things you can't express so clearly in another language, in a second language, that you can express in your own language. The language issue is always a problem.

Similarly Mrs K said:

I think student teachers struggle with language, especially in my school. Learner's grasp of English is excellent, so student teachers that do not speak well and they do not pronounce the words correctly, get snickered at.

Mrs K acknowledged, however, that English is a problem for many learners and she stated:

I try to get them [mentees] to teach at the lowest level, it's good when they are able to code switch. I encourage the black students that we get. I don't speak Zulu, so I can't code switch,

it helps the weak child to understand because they hearing it in their mother tongue, and the student is saying the same thing in English as well, it definitely enhances, so I encourage it.

The main challenges for the mentor are linked to the lack of time and heavy workloads, and for them to provide mentees with in-depth and constructive feedback and the problems they experience in collaborating with adult learners. Portraying the role of counsellor and assessor is difficult because of the adult-adult equal relationship. The mentors also experienced difficulty when mentees possessed a poor attitude to teaching and did not handle feedback well. Mentors also emphasised that the language and subject knowledge issues formed a barrier to their mentoring. Hudson's views (2004) accord with the challenges that the mentors faced in the study, as he maintains that mentors can face challenges such as lack of confidence and knowledge, disinterest and some not wanting to teach the subject because of low confidence and knowledge levels.

4.4 CONCLUSION

This chapter organised and deliberated on the data generated by way of semi-structured interviews. To mentor another person, one needs to recognise the methods concerned with mentoring. All six participants were suitably qualified academically to participate in the research, as they had all mentored, but their understanding of mentorship seemed to be lacking. My encounter with the participants exposed that they were not fully certain of the exact role they were to play and the methods for mentoring. These perceptions bring about the understanding that mentoring is not a once off endeavour, but can happen over a number of years. Some participants were more confident in their role as mentors even though they were 'doing things their own way', while other participants seemed to lack confidence in their mentoring knowledge.

Mentors need to have the ability to be tactful, open, sincere, and tolerant, which are important skills to form good relations with a mentee. All the mentor teachers that participated in the research draw upon their knowledge of mentoring relationships to ensure that a beneficial mentor-mentee relationship is created. Different social skills have to be used when working with adults when compared to working with learners in the classroom. The mentors indicated that effective mentors draw on the knowledge that the emotional needs of mentees may

differ, and mentors should be aware that appropriate support must be rendered to these mentees.

Through the data collected, it was presented that with support and constant assistance, mentees can be successful. In the early stages of the mentoring relationship, the mentors primarily draw on a variety of preparation, instruction, and collaboration techniques that enable mentees to emulate their mentors' practices. Some of these strategies include lesson observation, co-teaching, and mentor modelling, and sharing resources. This chapter also illustrates the mentee-mentor relationship and the knowledge they use and acquire.

Suitable mentors cultivate the professional development of their mentees through formal and informal meetings during which they offer feedback on the mentees accomplishments. The participants placed great emphasis on their personal experiences they gained during their years of teaching and as mentors and student teachers. Many of the participants acknowledged that collaboration and learning from their colleagues was most effective in performing their mentoring role.

The final section of this chapter outlined the challenges that the mentors experienced when enacting mentorship roles. The main difficulties that they face when performing mentoring roles include, the lack of time to meet with their mentees, providing feedback, enacting the roles of assessor, heavy workloads, the poor work ethic of some student and beginner teachers. Through this chapter, it emerged that there was little mentorship support provided by the school SMT, universities, or DOE. I endeavoured throughout this chapter to connect the results in the study to the literature review and the conceptual framework that this study is based on.

CHAPTER FIVE

DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.1. INTRODUCTION

The previous chapter presented data with extracts from the emerging themes. It presented an examination of the qualitative data, which was acquired through semi-structured interviews with the six mentors from the two chosen schools. The chapter attempted to comprehend the mentoring experiences and mentoring roles of experienced teachers.

The results from the data analysis were also deliberated in terms of the four critical questions that were presented in Chapter One. The focal point of my research was to examine the specialised knowledge base that the mentor teachers at the two public schools drew on when supporting student and beginner teachers. The emerged findings from Chapter Four are deliberated and connected to the literature review and the conceptual frameworks outlined in Chapter Two.

The purpose of this study is to examine the mentoring experiences of business studies teachers in the Umgungundlovu district, by identifying aspects of knowledge which are considered important to the enactment of the mentorship role.

Chapter One: Provided the background, purpose, rationale, and the structure of the thesis.

Chapter Two: Focuses on the highlights and limitations of the literature that outlined both the international and South African literature on mentoring and the conceptual framework. The literature review focused on the conceptualisation, the knowledge base and the functions and benefits for mentoring. It proceeded to explain the roles of the mentor. The chapter ended with the conceptual framework used to analyse the data presented in Chapter Four. The model of mentoring knowledge required for effective mentoring proposed by Jones and Straker (2006) and Hudson's (2004) model for developing primary science teaching practices have been used to interpret the data. These models were

relevant to the four research questions regarding the knowledge base, the acquisition of mentor knowledge, strategies for mentoring, and the challenges that mentor's face in their role.

Chapter Three**:** Provided an explanation of the methodological approach used to gather data for the study. The chapter discussed the location of the study within the interpretivist paradigm, the main data collection methods, it described the population and sampling process and the semi-structured interviews as measuring instruments and the procedures followed for data analysis and interpretation, the ethical considerations observed, and the limitations of the study.

Chapter Four**:** Focused on the presentation of qualitative data derived from transcripts, which were subjected to content analysis to identify units of analysis that depicted common themes across the data. This was undertaken to attain a graphic perception of the participants' knowledge base that appraises their preparations as school based mentors. The research findings were also used to profile the mentors within the two schools in respect to their differences and likenesses in their mentoring experiences.

Chapter Five: The final chapter offers an examination of the data, which allowed the four key questions to be answered. It also provides recommendations arising from the study together with concluding comments.

The key questions framing this study are:

1. What mentoring knowledge do business studies mentors use to mentor pre-service teachers?
2. Where do business studies mentors acquire their knowledge for mentoring?
3. What are the mentoring strategies that business studies mentors use in mentoring?
4. What challenges do business studies mentors face?

5.2. KEY FINDINGS OF THE STUDY

The intention of the study was to examine the professional knowledge base that supported and apprised school based mentors in their work of mentoring student and beginner teachers. This study scrutinised the knowledge, skills, and strategies that mentors draw on in the enactment of their mentoring roles by providing specialised support for the individual growth to their mentees.

The elements of knowledge that resulted from the data related mainly to mentors' teaching, which included having good subject knowledge and curriculum knowledge, learner teaching methods, guided preparedness, confidence fostering, pastoral caregiving, provision of supportive relationships, professional and ethical behaviour, induction into the school environment, fostering learning, balancing the stressfulness of teaching and personal life, being a role model, good communication skills, classroom management skills, and organisational and administrative skills.

5.2.1 MENTORING KNOWLEDGE USED BY BUSINESS STUDIES TEACHERS

This section comprises of the knowledge base that mentors used to inform their mentoring practices. From the data analysis, mentors recognised the categories of knowledge that were vital to informing their practices with student and beginner teachers. In this study, I used both Jones's framework on teacher knowledge and Hudson's framework on mentoring knowledge.

Mentors pedagogical knowledge

One type of knowledge mentioned by the participants was what Jones and Straker (2006) called pedagogical knowledge. This includes the procedures of teaching, which includes interpersonal skills, which was recognised by Jones and Straker (2006) as the main point in building and maintaining trust relationships between mentor and mentee.

Hudson (2004) states that mentors must convey to mentees specifically what is expected of them. They need to make resources available and provide appropriate teaching strategies to deliver lessons. He also believed that mentees' content knowledge should be aligned with the

curriculum. When mentor teachers take on the responsibility as mentors, they take on the role to guide and support novice teachers. The mentors interviewed used their experiences and knowledge to aid and support their mentees. Through their years of teaching experience and interactions with learners in their respective schools, they gained knowledge, skills, and experience to guide them in their teaching. Therefore, they believed excellent planning and organisation needed to be executed to cater to those multiple intelligences of learners within their classrooms. The mentors portrayed the following roles: guide, director and motivator. These aided the mentee in forming strategies that helped them improve in their classroom management skills. Jones and Straker (2006) maintain that pedagogical content knowledge is related to the techniques that mentors use when they engage with their mentees. Mentors believed that these techniques are what guided their mentoring by allowing open communication and good interaction between them.

Hudson (2004) revealed that pedagogical knowledge differed from subject to subject and from lesson to lesson; therefore mentors needed to express this to their mentees. He explained that mentor's pedagogical knowledge needs to centre on planning, timetabling, preparation, application, classroom management strategies, teaching strategies, questioning skills, and assessment techniques. Jones and Straker (2006) maintain that the guiding factors in their selection of strategies are mentees' needs and their state of professional development.

To summarise, the findings appeared to suggest that the knowledge for teaching which the mentors drew on to enhance the mentees' teaching practices and their own mentoring practices were aligned to the roles that the mentors performed. Gold (1996) stated that it was the task of mentors to assist beginner teachers to comprehend the structures of subject matter, to transform subject matter into pedagogical content knowledge, to use a variety of instructional processes and resources to teach content, and to think reflectively and critically about their own practices.

Given that mentors drew on different types of knowledge for teaching, there was a need to confirm that those who were at the heart of the training and induction processes had a sound understanding on the different types of teacher knowledge.

The mentor teachers claimed they used pedagogical knowledge according to Jones and Straker (2006), and they suggested that the approaches mentors engage in when working with trainees to encourage successful mentoring must be creative and meaningful. They believed

that the building of a mutual trusting relationship was imperative to good sustainable mentoring relationships. The mentees' professional and personal growth is facilitated when opportunities are created for an individual's self-esteem and confidence to be developed through a process of support and counselling and mentors acknowledged that sound mentoring relationships are built on equality, respect, trust, and patience.

This ensured that mentors provided adequate support and guidance to assist their mentees in the application of the different categories of teacher knowledge to promote effective teaching. The findings seem to indicate that before teachers were selected or appointed to enact mentorship roles it is necessary to evaluate their competencies on the different types of teacher knowledge. If they lack appropriate skills, knowledge, and expertise to fulfil mentoring roles, they needed to be trained.

Content knowledge

Hudson (2004) states a mentor with specific pedagogical knowledge can successfully assist mentees in improving their particular subject practices. Therefore, it is imperative that mentors explain to their mentees the impact that knowledge of the subject and proper procedure can have on their teaching. The role of a mentor is to aid student and beginner teachers in understanding subject matter.

Jones and Straker (2006) focus on the significance attached to training according to departmental regulations, and of induction procedures in informing the mentors' knowledge base. They believe that there are standards that are set by the DOE and these needed to be followed stringently, which is also in keeping with Hudson (2004), who maintains that the aims, policies and curricula are essential to an education system.

Preparation and lesson development

The data disclosed that mentors believed that it is imperative to communicate their practical knowledge with their mentees to support them with administration tasks of a teacher. Hudson's (2004) maintains that efficient mentors communicate how to plan for teaching with their mentees. The mentors believed that they needed to share their practical knowledge with the mentees, to help them manage the everyday practices of being a teacher. The mentors

helped with their teacher files, e.g. lesson plans, work programmes, work schedules, resources, learner control registers for each lesson.

Jones and Straker (2006) maintain that mentors improved their own confidence levels when they assisted mentees with their planning, delivery of lessons, establishing stable relationships. Therefore, teacher's preparation needs to be considered in detail between the mentor and mentee; this aids the mentor in building a significant relationship with their mentees, which helps them build the type of knowledge base that is required in mentoring.

Classroom management skills

The data revealed that the general knowledge mentors shared with their mentees linked to teaching, according to the following: classroom management, organisational and administrative skills. The mentors established that beneficial mentorship offers direction to beginner and student teachers on sound discipline strategies that allowed for better classroom management skills.

The mentees developed suitable approaches and strategies to deal with classroom management. The mentors claimed that only from their own experiences were they able to build on the classroom management skills.

The data revealed that mentors considered it important to share their practical knowledge with their mentees to assist them with administration work and management skills. All the mentors' interviewed demonstrated to their mentees the construction of worksheets, the requirements of a teaching file, and tests.

Mentors need to be accomplished in balancing their school lives and personal lives. They play a vital role in supporting their mentees by showing them task management and how to prioritise in order to reduce their stress levels.
Many of the mentors interviewed believed, they needed to share their practical knowledge with the mentees, to help them cope with the everyday practice of being a teacher. The mentors usually sat with the mentees and showed them exactly what was required of them: teacher files, lesson plans, work programmes, work schedules, resources, learner control registers and assessments techniques.

A summation of the data suggested that mentors mainly drew on their teaching knowledge, skills and expertise when supporting the professional development of the mentees. The data also revealed that mentors drew on the various categories of teacher knowledge when supporting their mentees.

Knowledge of working with adult learners

All the mentors were unanimous in their thoughts on how to approach mentees when they were teaching, believing that mentees were adults and needed to be treated in a fair manner, without embarrassment . They believed that a good mentor must know how to work with adult learners, and they said they drew from this knowledge base when working with student teachers. Jones and Straker (2006) stated that constructing and sustaining trusting relationships with their mentees was crucial, but they highlighted the need for open communication when working with adult learners.

A summary of the findings indicates also that mentors have a distinct understanding that successful mentoring is based on the recognition that their mentees are adult learners and of equal status to them, therefore good mentors would use appropriate interpersonal skills that enrich collaborative learning and teaching. The mentees' growth is developed when their self-confidence is developed through suitable help and guidance. Mentors understand that beneficial mentoring relationships are built by encouraging fairness, respect, trust and perseverance.

Induction into the school context

Professional and ethical behaviour is an influencing factor that the mentors mentioned. Mentees were envisaged to conduct themselves in a professional and ethical manner to fit within the school environment. Mentors revealed they used their knowledge of the school context to mentor the beginner teachers. Successful mentoring claims that mentees involve themselves in actions that guarantee their acceptance into the school situation. Their involvement in these actions enables them in acquiring understanding into the ethos and the culture of the school context. Jones and Straker (2006) assert that context knowledge is related to the broader social, cultural and political context within which the school is ingrained.

These findings propose that the participants were fully aware that mentees, who are less self-confident about their teacher knowledge, need more support until they become more self-confident to work on their own. By providing them with the suitable support and guidance these aspects can be achieved. The mentors made sure that all mentees were fully integrated into the school context and they take on their pastoral roles sincerely. The mentees were treated as full staff members by the entire school. Jones and Straker (2006) declare that mentors ensured that they planned and performed actions that enabled the placement and induction of the mentees.

5.2.2 WERE DO MENTORS ACQUIRE THEIR MENTORING KNOWLEDGE WHEN MENTORING NOVICE TEACHERS?

This section presented data collected on the acquisition of mentoring knowledge. The mentors interviewed claimed they acquired their foundation for mentoring from their experiences over the years, their training at university level, and most of all from collaboration with colleagues.

Mentors personal experiences and collaboration with colleagues

The findings indicated that mentors acquired knowledge on their mentoring roles within communities of practice by sharing their knowledge and expertise. The mentors acquired knowledge for mentoring by networking with other mentors within and external to the school. Ms T expressed her appreciation for the assistance she obtained from her liaison mentor. Jones and Straker (2006) claim that the sources recognised mentors' early training, practice as teachers, relationship with colleagues, mentor training and development, continuing professional development, to fulfil their mentorship roles.

The findings by Jones and Straker (2006) in respect to the areas of knowledge, which inform mentors' work, states mentors drew on their personal experiences and collaboration to inform their practices when working with student teachers. The mentors communicated the belief that their experiences, past and present training as mentors, and also collaboration with other mentors and colleagues, provided them with the main sources of knowledge, skills and abilities they used in their mentoring relationships.

5.2.3 STRATEGIES MENTORS USED IN MENTORING

The data revealed that the mentors used strategies that could be characterised as follows: mentor modelling, observation and feedback, teaching strategies and techniques. These strategies are in line with those mentioned by Jones and Straker (2006), who say modelling good practice, providing feedback, encouraging self-evaluation and observation of mentees emerged as most useful techniques when mentoring. They are also in line with the mentoring strategies mentioned by Hudson (2004) who mentions that the teacher mentee relationship is integral to teaching and demonstrating a positive rapport with mentees, he also articulates the expectations and the provision of advice.

Mentor modelling

All mentors interviewed believed that mentor modelling was imperative when teaching mentees certain skills. The mentors allowed mentees the opportunities to observe lessons, many claimed that they had asked their mentees to observe other subjects as well, so that they could gain a variety of techniques and skills, their reason behind this was, that not every teacher teachers the same. They could learn an abundance of skills from observing different teachers. Hudson (2004) claims modelling of teaching practices has significant effect on a mentee's growth if they are included in real classroom experiences, he believes subject-specific mentoring allows mentors to concentrate on modelling the distinctive features of that subject.

For mentees to model mentor's behaviour, a mentor needs to be professional and ethical and they need to be a good role model. Mentors need to display good organisational skills and good management skills.
Additionally, the data revealed that some mentors shared their resources with the mentees to help them manage with the strains of teaching and they made sure mentees had access to resource materials such as worksheets, textbooks, and lesson plans, internet use. Hudson (2004) asserts that mentors' modelling of their teaching practices has a huge effect on a mentees development if it is included in a genuine classroom experience. He noted that subject specific mentoring allows mentors to focus on modelling the distinctive features of their subjects.

Observation and Feedback

The mentors had similar views on feedback, they believed mentees needed to find their own methods of doing things, imitating was not always appropriate. Feedback is an imperative part of mentoring it permits mentors to express in a suitable way, their professional opinions of their mentees development.

They also felt that mentees needed to find their own methods of doing things as well, copying them was not always appropriate. Hudson (2004) asserts that confidence can be instilled in mentees behaviour by mentors providing constructive feedback.

A time for appropriate discussion is imperative; the mentors were unanimous on this point. They felt that appropriate time must be set aside for meetings, which could be in a non-contact lesson, at breaks, or even after school. However, time should be allocated for the mentee to guide them through their strengths and weaknesses of their lesson, and to be able to provide honest constructive feedback.

Hudson (2004) posits by observing mentees teaching the subject, mentors are able to provide oral and written feedback to the mentee. Observation lessons are imperative; this is the opportunity when mentors get to witness the mentees capabilities and weaknesses.

Hudson (2004) maintains that a mentor's willingness to provide constructive feedback contributes to instilling confidence in their mentees. Hudson (2004) states that this requires mentors to review a mentees lesson plans, in order to provide comprehensive and specific feedback. Jones and Straker (2006) suggest that the selection of strategies that the mentors are integrating into their techniques of training student and beginner's teachers. They believed that all mentors saw themselves as 'normal teachers', they modelled good practice, they constantly provided feedback and discussion with their mentees. The mentors all agreed with Hudson (2004) and Jones and Straker (2006) in believing that constructive feedback and criticism will assist the mentee to grow in their capabilities and confidence levels.

Teaching strategies and techniques

During the interview process, I established that the mentors had certain methods that they incorporated when they mentored. These mentors gained most of their experience from the number of years they have been teaching as well as in the number of years mentoring.

Mr S believed that students also needed to be given full autonomy when it came to their teaching practice. He established that by giving student teachers autonomy and guiding them, this also helped his mentees to take responsibility for their role, while Mrs R and Ms T felt that they had to be fully involved in their mentees teaching, to guide them continuously. They felt that these students needed continuous guidance on an on-going basis.

These findings suggest that mentors are aware that mentees, who are less self-confident about their content knowledge, necessitate more mediation and support. Therefore, more intense mentor modelling is needed as well as observation and feedback, until they acquire the necessary skills to teach on their own, and the mentors have mentioned that these skills only arise from on-going practice. The mentoring strategies and techniques are developed to individual mentees as each individual learns in their own way. When the mentee has gained in confidence, then the mentors give them the space to develop on their own. The mentors encouraged the mentees to engage in self-reflection practices to promote their own professional growth and development. During the consultations the mentees are encouraged to evaluate their teaching abilities, the mentor assumes guiding role and provides feedback on ways to expand and improve. The findings have proven that the relationship between the mentor and mentee is based on equality; there is also a chance during the mentoring relationship where the mentor then becomes a mentee and is able to learn from the mentee.

5.2.4 CHALLENGES ENCOUNTERED BY MENTORS

Through the data, it was established that mentors are facing numerous challenges in performing their role as mentors. Haddad and Oplatka (2009) claim that not all mentors experience a pleasant mentoring relationship, mentors expressed dissatisfaction when their expectations were not met, or when they became emotionally over-involved. They also felt that their resources were exhausted on beginner teachers who did not have the ability to be a good teacher.

Mentors specified that some of the problems they experienced were a lack of interest on the part of the mentees, time management's skills, providing constructive feedback, dealing with heavy personal workloads, and mentees lack of curriculum, content knowledge, little or no guidance from the tertiary institutions.

Many of the mentors constantly spoke of the poor work ethic from the students. Haddad and Optlaka (2009) state that mentors faced disappointment when it came to their mentoring especially when their expectations were not met, they experienced becoming emotionally too involved in the mentoring process especially when students had a poor work ethic.

Another challenge faced by the mentors related to the difficulties they experienced in providing feedback to the mentees. Some mentors struggled with providing constructive criticism, which caused uneasiness. Many of the mentors agreed that students have been less enthusiastic on entering the profession, many of the student teachers mentioned that teaching is a last resort in finding a job.

Findings from the study indicated that many teachers were unwilling to enact mentorship roles. It is possible that teachers are hesitant to work with trainee and beginner teachers because fulfilling their normal duties is already very demanding. In spite of all these challenges, some mentors were still enthusiastic in enacting their roles as mentors. Portraying the role of counsellor and assessor was difficult because of the adult-adult equal relationship.

The mentors also experienced when mentees possessed a poor attitude to teaching and did not handle feedback well. Mentors also emphasised that the language and subject knowledge formed a barrier to their mentoring. Hudson (2004) in line with the challenges that the mentors faced in the study, he maintains that mentors can face challenges such as lack of confidence and knowledge, disinterest and some not wanting to teach the subject because of low confidence and knowledge levels.

5.3 AREAS FOR FURTHER RESEARCH STUDIES

While this study has provided a richer understanding of the knowledge base that school based mentors draw on to inform their mentorship practices, the study also focuses on potential research areas. Further research should be conducted amongst a variety of public and private

schools in South Africa, which would allow for a greater sample size and more accurate and reliable information to be collected. A model of mentoring knowledge within the South African context would provide a better understanding of mentoring practices in South Africa and therefore improve mentoring practices in all schools.

5.4 RECOMMENDATIONS

Mentees and mentors should be carefully paired, taking careful consideration of their personalities, their abilities, and the availability of the mentor.

A supportive role from the schools SMT is necessary, with clear policies concerning mentoring programmes put in place, and the provision of additional free time for mentors and mentees.

An effective orientation programme into the school should be given by the mentor or liaison mentor, providing information such as timetables, resources, dress codes policies, codes of conduct, extra mural programmes.

Universities and the DOE need to collaborate to develop substantial training workshops or programmes to prepare mentors with the capabilities and skills to administer their roles. This will enhance mentoring in schools, which in the long run will benefit the mentor and mentee, the school and the DOE. The attrition rate should reduce and better quality teachers would be produced who are more confident in their subject knowledge, in their classroom and their discipline skills.

Universities need to provide opportunities to current mentors, by conducting workshops, which will be opportunities for new mentors and experienced mentors to share ideas and skills to better equip mentees.

Mentees should be allowed the opportunity to interact with their mentors prior to their practice teaching in order for them to be more equipped when they do attend their teaching practises.

Many researchers appraise student teachers before, during, and immediately after their teaching practices, but very few follow beginner teachers into their careers, looking at how they cope in their teaching professions. Mentors should be able to follow the progress of the mentees through the development.

I believe future research needs to be done on student preparation offered at universities in terms of actual teaching techniques and practice in classroom contexts and equipping them in the use of technology for their lessons.

As a recommendation, it is of vital importance that policy makers understand the need for effective mentoring to promote personal and professional development of teachers and that they therefore put in place proper systems to ensure the sustainability of mentoring in schools.

5.5 CONCLUSION

In conclusion, all the mentors expressed their commitment to the role as mentor. An imperative part of a mentor's role is to develop the mentees' teaching abilities. All mentors have different mentoring abilities and mentor in different ways, from the planning of lessons, to classroom management and organisational abilities. It is important to find effective constructive ways to mentor beginner and student teachers.

The experiences of the mentor teachers, as they were identified in the study, clarify the purpose of the study and attempt to answer the four critical research questions (the type of knowledge mentors use, their acquisition knowledge, the strategies to assist in their mentoring and the challenges that they face). The qualitative methodology, using semi-structured interviews, was utilised to examine mentoring and, in particular, the mentor's experiences in the enactment of their roles, mentoring is a fairly new phenomenon in South Africa.

Tahir et al. (2016) maintain that there is a need for quality mentors, who are selected according to specific criteria such as being knowledgeable, experienced, supportive, accessible, and trustworthy. Mentors also need to possess good communication skills and be able to build and maintain confidence levels.

The key results from the data presented were that all mentor participants draw comprehensively on the phases of their knowledge and experience from their years of teaching. These include knowledge of subject content, suitable teaching approaches, the

acquisition of organisational and administrative skills, knowledge of language diversity issues, lesson planning within the school context and a variety of assessment techniques.

One of the limitations of this study is not having the voices of the mentees, as this would have enriched the data analysis and added great value to the study. As it was confined to six mentors from two schools, the study has limited generalizability and no attempt was made to compare the mentoring to other schools in the same area or in the rest of the province.

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APPENDIX A

ETHICAL CLEARANCE FORM

UNIVERSITY OF ™
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

07 April 2017

Ms Therusha Naicker 216074351
School of Education
Pietermaritzburg Campus

Dear Ms Naicker

Protocol reference number: HSS/0059/017M
Project title: The purpose of this study is to explore the mentoring experiences of Business Studies Teachers in the PMB Central District.

Expedited Approval

In response to your application dated 09 January 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shenuka Singh (Chair)

/px

cc Supervisor: Dr CCN Mthiyane
cc Academic Leader Research: Dr SB Khoza
cc School Administrator: Mrs B Mnguni, Ms T Khumalo, Ms P Ncayiyana and Ms M Ngcobo

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za
Website: www.ukzn.ac.za

APPENDIX B

PERMISSION FOR RESEARCH

education
Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma	Tel: 033 392 1041	Ref.:2/4/8/1111

Ms T Naicker
74 Jinnah Rd
Northdale
Pietermaritzburg
3201

Dear Ms Naicker

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"THE PURPOSE OF THIS STUDY IS TO EXPLORE THE MENTORING EXPERIENCES OF BUSINESS STUDIES TEACHERS IN THE PMB CENTRAL DISTRICT",** in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 21 November 2016 to 25 May 2018.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMgungundlovu District

Dr. EV Nzama
Head of Department: Education
Date: 23 November 2016

...Championing Quality Education - Creating and Securing a Brighter Future

APPENDIX C

LETTER FOR ACCESS TO SCHOOL

University of KwaZulu-Natal

Private Bag X 01

Scottsville

3209

………………………………

The Principal

Dear ……………………..

I am currently a Master's student in Education at the University of KwaZulu-Natal, Pietermaritzburg. I am conducting research on *The mentoring experiences of business studies teachers in the Umgungundlovu district: A study of two schools in Pietermaritzburg*. I believe that mentors have a critical role to play in the education and the professional development of trainee and novice educators. I would appreciate your permission to conduct research into mentorship at your school.

The assistance of three mentors in completing a self-administered questionnaire is kindly requested. An appeal is also made for the three mentors to avail themselves for individual interviews. The interviews will be conducted at times and dates that will suit the participants and the school so as not to impact on the teaching and learning process.

I wish to assure you that throughout my research I will ensure that your identity, those of the participants and that of your school is not revealed at any stage. The participants are at liberty

to withdraw from my study at any time. Furthermore, I assure you that all information collected in the research process will be stored in a safe place.

For further queries or questions, please feel free to contact me on 033 3948252(W) or 0767671187(C).
My supervisor, Dr Nonhlanhla Mthiyane, can also be contacted on 033 2606131(W) at the University of KwaZulu-Natal, Pietermaritzburg Campus.

Yours sincerely

_____

T. Naicker
Student number: 216074351

APPENDIX D

PARTICIPANT CONSENT FORM

(Interview)

University of KwaZulu-Natal
Private Bag X01
Scottsville
3209

The Participant

Dear …………………….

I am currently a Master's student in Education at the University of KwaZulu-Natal, Pietermaritzburg. My student number is 216074351. I am conducting research on *The mentoring experiences of Business Studies teachers in the Pietermaritzburg central district: A study of two schools in Pietermaritzburg*. I would like you to participate in my research. Please note that the study is not an evaluation of your performance or competence.

The research involves collecting information by conducting individual interviews. An appeal is made to avail yourself for the interview. The duration of the interview will be about an hour and will be arranged according to your availability and the school's, so it does not affect the teaching and learning process. On your approval, I will record the interview on tapes to assist in the writing of the transcripts as accurately as possible. The written transcripts will be made available to you to read and clarify your views.

I wish to assure you that throughout my research I will ensure that your identity is not revealed at any stage and that all information collected in the research process will be stored in a safe place. You are under no obligation or pressure to participate. You will be at liberty to withdraw from my study at any time.

For further queries or questions, please feel free to contact me on 033 3948252(W) or 0767671187(C).

My supervisor, Dr Nonhlanhla Mthiyane, can also be contacted on 033 2606131(W) at the University of KwaZulu-Natal, Pietermaritzburg Campus.

Yours sincerely

_____

T. Naicker
Student number: 216074351

APPENDIX E

PARTICIPANT DECLARATION

(Interviewee)

University of KwaZulu-Natal

Private Bag X01

Scottsville

3209

……………………………

I_____(please print your full name clearly),
have read the letter requesting my participation and I understand the contents of this
document and the nature of the research project.
I am willing to participate in the project and understand that I reserve the right to withdraw
from the project at any time.

_____   _____

Signature of Participant   Date

APPENDIX F

SEMI STRUCTURED INTERVIEW

1. What is your understanding of being a mentor, and what role do you think you are expected to play in the students' teaching lives?

2. How many years have you mentored?

3. Describe the type of individuals that you mentored:

A) Student teachers, first year/beginner teachers, colleagues

4. How did you become involved in mentoring? Who were you chosen by?

A) Principal/HOD, university, colleagues, volunteered/you wanted to provide support to mentees

5. Have you had any training in mentoring, and if so, what kind of training have you had? (**If they have not been trained, then ask where and how they acquired the knowledge and skills to mentor.**) Did the DOE engage you in any type of formal mentoring training?

6. How confident do you feel about your mentoring?

7. Do you feel that mentoring has benefitted you over the years? How?

8. What kind of things should a good mentor know?

9. What must a good mentor do?

10. Where do teacher explanations of the sections come from?

11. What do you think is unique about your mentoring?

12. What are your sources of teacher knowledge and mentor knowledge?

13**.** Do you feel that student teachers and beginner teachers need the enlistment of experienced teachers that are in the field to provide them with hands-on experience and opportunities for "real teaching"?

14. What do you do with your students from the beginning, when they enter the school until the time they leave?

15. How do you assist your mentees in terms of classroom management/discipline?

16. What kind of things do you need to emphasise with your students?

17. Have you seen a difference in the students from different institutions?

18. Describe the documentation you are required to fill in by the different institutions. Do you see any problems with it?

19. What do student teachers struggle with?

20. How do you help them with their difficulties?

21. Reflect on your experiences as a beginner teacher or student teacher.

Did you have a mentor? If you did, what were your experiences of being mentored – were they good or bad? Tell me about your good ones; and then your bad ones. If you did not have a mentor, how were you inducted into teaching during your early years?

22. Are you expected to teach student teachers the curriculum and how did you help your student gain confidence with content knowledge?

23. What sections of the curriculum have you found student teachers to grapple most with?

24. How do you teach student teachers to teach these particular sections?

25. What teaching strategies do you incorporate into your lesson, and how did show your mentee how to use the various strategies (discussion, collaboration, cooperative).

26. When you found that your student was floundering during a lesson, how did you step in? How did you prompt them?

27. Do you provide your mentee with emotional and psychological support? How do you make them feel welcome, accepted, and included?

28. How have you made time for your mentees and made yourself accessible to them? Do you have regular meetings, and are you available for informal discussion?

29. How much autonomy do you allow the mentee, i.e., do you allow them to make decisions and to develop their own teaching styles?

30. Have you observed your mentees? How often?

31. Is your pre and post observation of lessons conducted in a non-threatening manner? Explain?

32. How do you challenge your mentees to expand their teaching and learning?

33. What challenges do you experience in your mentoring role?

34. As a mentor, you may have experienced increased and unimaginable workloads, in terms of your mentoring as well as your teaching. How are you able to accommodate all your mentees' needs?

35. How do you deal with the stress and balance your work life?

36. Do you ever experience feelings of insecurity, nervousness or threat, and even inadequacy, at the prospect of your lessons being observed by mentees, or by the mentees presenting new ideas?

37. Do you feel isolated in your role as a mentor? If so, why and how?

38. What are the challenges relating to things like the matching process in your school of mentor to mentee?

40. What were some of the problems you experienced with your mentees?

41. What factors do you think may have contributed to a breakdown of the mentoring relationship?

42. How does the management of the school integrate new teachers into the school? Or what steps are taken by the school to integrate them?

43. Have schools had any support from the DOE or have subject advisors even helped with mentoring of beginner teachers?

44. Are there any factors that hinder the execution of the mentoring programme at your school? Please elaborate as to what these factors may be.

45. Has your experience with mentoring helped you professionally?

46. What is your vision for mentoring in your school?

THANK YOU FOR YOUR TIME AND PATIENCE.